DOCUMENT RESUME

ED 457 871 JC 000 689

AUTHOR	Barney, Dave, Ed.
TITLE	De Anza College Self Study Accreditation. Report of the Institutional Self Study for Reaffirmation of Accreditation.
INSTITUTION	De Anza Coll., Cupertino, CA.
PUB DATE	1999-06-00
NOTE	154p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Academic Standards; *Accreditation (Institutions); Community Colleges; *Enrollment; *Institutional Characteristics; Institutional Evaluation; *Student Characteristics; Two Year College Students; Two Year Colleges
IDENTIFIERS	*De Anza College CA

ABSTRACT

This document discusses the institutional self-study accreditation of De Anza College (California). Highlights include: (1) De Anza's student enrollments from 1990-1998 averaged around 24,000; (2) female students continued to comprise slightly greater than half the population; (3) students with disabilities increased by 50%; (4) the ethnic composition of students changed from 1980-1998, with whites decreasing from 80% to 40%, Asians increasing from 10% to 40%, blacks remaining at 4%, and Hispanics increasing from 5% to 12%; (5) students transferring to a University of California (UC) institution increased by 17% and to a California State University (CSU) institution by 11%; (6) administrative staff numbers remained relatively constant, but faculty and classified staff declined; (7) the ethnicity of staff changed from 1991-1998, with Whites decreasing from 73% to 65% and underrepresented groups increasing from 17% to 24%; and (8) ethnic composition of full- and part-time faculty in 1998 was White (73% full- and 77% part-time), Asian (8% full- and 10% part-time), Black (6% full- and 3% part-time), and other (1.4% full- and 3.6% part-time). This report provides a descriptive summary, planning agenda, and self-evaluation of each of the following ten standards: institutional mission, institutional integrity, institutional effectiveness, educational programs, student support and development, information and learning resources, faculty and staff, physical resources, financial resources, and governance and administration. Contains 12 charts and a map. (KP)

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DE ANZA
COLLEGE

Self Study Accreditation

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REPORT OF THE INSTITUTIONAL SELF STUDY
For Reaffirmation of Accreditation

Report of the Institutional Self Study

For Reaffirmation of Accreditation

De Anza College

June, 1999

Prepared and submitted by:
De Anza College
21250 Stevens Creek Boulevard
Cupertino, California 95014

Submitted to:
The Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges

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Foothill-De Anza Community College District
Leo E. Chavez, Chancellor

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Designed and produced by De Anza's Marketing/Communications Office
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Certification of the Institutional Self Study Report

Date: June 19, 1999

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: De Anza College
21250 Stevens Creek Blvd.
Cupertino, CA 95014

This institutional self study report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the self study report accurately reflects the nature and substance of this institution.

Signed:

Leo E. Chavez — District Chancellor

Dolly Sandoval
Dolores A. Sandoval — President, Board of Trustees

Martha J. Kanter
Martha J. Kanter — President, De Anza College

Judy C. Miner — Vice President, Instruction
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Kathryn S. Plum
Kathryn S. Plum — President, Academic Senate

Olivia M. Patlan
Olivia Patlan — President, Classified Senate

Nicholas Pisca — President, DASB

Abstracts

Standard One:
Institutional Mission

De Anza College demonstrates commitment to its students, its community, and its own integrity in its mission statement and supporting documents. A broad range of publications and information conveys the College offerings, philosophy, values, and standards to the public. The College takes pride in past and present planning efforts and believes it is up to the challenge of providing for an increasingly diverse student body using limited resources. To that end, the College is improving the program-review process and other evaluation efforts. Efforts to use the College mission statement as a basis for decision making, resource allocations, and setting priorities have revealed a need for ongoing reevaluation of that mission statement and its supporting documents.

Standard Two:
Institutional Integrity

De Anza strives for integrity and honesty within the institution and towards the communities it serves. Self-assessment and revision form the matrix of its institutional life. In this spirit, the six-year plan of the institution will function as a framework for self-assessment, review, and revision (where and when needed) in all phases of the institution.

In particular, the self-assessment, review, and implementation of the Educational Master Plan will call for integrity in efforts to plan and budget for equity, diversity, student success, review of programs, and a multicultural curriculum.

Standard Three:
Institutional Effectiveness

De Anza is committed to using research as the basis for its planning and evaluation processes. Since its inception, the College has used an institutional program-review process. Recently, the College has refined that process to perform more effective reviews of instructional, student and administrative services. The De Anza commitment to research and planning is exemplified in its recent creation of planning and budgeting teams as the core structure for institutional planning. The College has requested that each planning and budgeting team addresses goals identified in the De Anza Educational Master Plan and demonstrates a relationship between those goals and planning and resource requests. The District places such a high value on planning that it has created a District Institutional Research Office and is developing a District program-review process to assist the colleges in their planning and evaluation efforts. A proposal being actively considered would link research and computing services at the District level. The intent of that District link is to more effectively support the program improvement efforts at the College level.

Abstracts

Standard Four: Educational Programs

De Anza meets the educational needs of its increasingly diverse population through degree, certificate and transfer programs, workforce training, basic-skills instruction, and community education programs which include noncredit and fee-based classes. With a sharp focus on broadening student access and success, the College has achieved a great deal despite less than optimal financial, human, and physical resources. The planning agendas aim to improve both the quality of the total instructional program and the processes by which they are developed, implemented and assessed.

Standard Five: Student Support and Development

The College seeks to ensure academic success and enhance the quality of student life through a comprehensive range of matriculation services, assessment and counseling programs, financial services, student activities, health, food, textbook and security services. The College is proud of the quality and quantity of learning support services available to our diverse population. A friendly, personalized campus atmosphere is documented in the student survey. Of particular interest is the cooperative relationship among all the services in the delivery of information and assistance to students in a timely, accessible and personalized manner. The challenge to our Student Services staff is to rethink existing delivery systems to migrate to performance-based accountability measures, emerging technologies and tenets of student learning. As the College explores new technology and delivery systems, it continues to seek ways to identify and respond to and/or design interventions for at-risk students. In all areas, Student Services serves a high number of students to help them attain their academic, career and personal goals. The program-review process has enabled Student Services programs to be examined and has provided suggestions for improvement. The existing program review for Student Services is the responsibility of the Student Services Planning and Budgeting Team. The team will recommend planning agendas and resource allocations based on the program-review process.

Standard Six: Information and Learning Resources

The Learning Center expansion/remodel project, which was completed in 1997, has gone a long way toward solving the Library Services problems addressed in the 1993 self study. Increased study space, stack space, as well as electrical and computer networking upgrades have brought the Library and Open Media Lab up to standards for a community college of this size. While underfunded operating and materials budgets continue to be an issue for Library Services, College administration recognizes the problem. This is manifested by the administrative shift of some Library expenses to a College-wide budget and by the awarding of state instructional materials and equipment funds for the purchase of print materials and other resources. The number of professional librarians and library technicians, though far below ALA and ACRL standards, is adequate for the current level of service in the Library and Open Media Lab but does not allow for needed expansion of services in either area. In that area, too, administrators have demonstrated an awareness of the problem. Within the context of College-wide staffing needs, it will be addressed.

The information technology effort at De Anza has made steady progress in the last several years. Since the opening of the Advanced Technology Center, approximately 900 computers have been brought online for instructional use. A new Dean of Technology position was created to manage day-to-day operations and to develop plans for technology. A high-speed, fiber-optic network to all work locations on campus is nearing completion; and standards in hardware, software, and Web development have been set. The College is moving more and more to a planned budgeting model for technology, including the leasing of all faculty office computers and many instructional lab machines. Resources to provide more technical support staff are lacking, and a reorganization of technology support groups throughout the District is needed. The District has taken steps to correct these problems by funding new positions for technology support and by taking steps to reorganize.

Standard Seven: Faculty and Staff

De Anza continues to attract highly qualified faculty, staff and administrators. The issues the College faces today have not changed significantly over the past six years. De Anza follows a rigorous hiring and tenure-review process which assures high quality personnel. In addition, the College continues to focus on the need to increase staff diversity and to strengthen and improve evaluation processes. An area of concern and attention is the improvement of the hiring and evaluation processes for part-time faculty. The College provides numerous and varied professional development opportunities for all employees but needs to concentrate on developing more effective support services for part-time faculty and for individual area and program needs.

Standard Eight: Physical Resources

The facilities at De Anza are approximately 32 years old and are basically in good repair. The College has approximately 116 classrooms and lecture halls and 43 labs. They are located in more than 66 buildings spread out over a Spanish courtyard-style, landscaped area of 112 acres. The greatest facility challenge is to accommodate the ever-growing student and faculty population with more classroom, program, and faculty office space as well as more parking. Additionally, the College needs to look at outward alternatives to its instructional delivery in order to address its expansion needs.

The current list for facility improvements, deferred maintenance, and renovations is in excess of $3.4 million. Presently, the College is undergoing a $5.3 million heating, ventilation and air conditioning renovation project; a $1.3 million building renovation project (a former Firing Range converted to classrooms); and a $3 million network infrastructure upgrade. Scheduled projects include a $3.5 million Child Development Center expansion project, a $500,000 Bookstore warehouse, and a $200,000 Wellness Center. Proposed projects include an $8 million Environmental Studies Building and additional instructional buildings as well as modernization of the biology and chemistry laboratories.

While the College space inventory suggests there is adequate space to meet all of the space and parking requirements, the College continues to struggle to find room for all class sections. As the Foothill-De Anza Community College District completes its Facilities Master Plan, it is expected that the space and parking needs will be addressed and potential solutions recommended.

Abstracts

Standard Nine: Financial Resources

The College has well-established systems in place to monitor routine financial and personnel transactions, including a position control system for human resources and an automated system for checking account balances for purchases. Much of the self-evaluation is centered around strengthening the budget development process to tie key decisions to the goals of the Educational Master Plan. With the spring of 1999 approval of the Educational Master Plan, the College reorganized its decision-making teams to create planning and budgeting teams within each of the four organizational areas. These teams will prepare program reviews for their departments or divisions and then will tie the budget allocation to these program reviews, which are developed to address the Educational Master Plan goals. The College-wide prioritization of requests will be the responsibility of the College Council, which has also been modified to include the co-chairs of the planning and budgeting teams. The twin themes of linkage to College goals and communication to the College community about budget decisions are the focus of many of the planning agendas in this standard.

Standard Ten: Governance and Administration

De Anza has recently put in place new administrative and shared-governance structures. These will be evaluated over the coming years to determine if they address the concerns raised by the College community regarding previous structures. A common theme throughout Standard Ten is the need to clarify, document, and communicate processes and procedures at the Board, District, and campus levels. The first steps have already been accomplished in the development, with Board oversight, of the Educational and Facilities Master Plans. The structure for full participation of all groups in the shared-governance process appears to be in place but requires fuller documentation and wider communication.

Organization for the Self Study

In the fall of 1997, the Vice President of Instruction drafted an organizational structure for the current self study report, which was taken to College Council and approved by the President.

The President and College Council decided that the Steering Committee for the development of the self study would be the College Council itself since that is the primary planning and decision-making body of the College. The Accreditation Liaison Officer and Academic Senate President were appointed to serve as the two co-chairs, and writing teams were developed around each of the 10 standards of the report.

The Steering Committee had two roles:

- to provide opportunities for broad participation in the self-study process; and
- to strive for efficiency, recognizing the human-resource limitations given the number of committees currently in existence.

The roles and composition of the Steering Committee co-chairs and members, self study editor, and writing teams were defined in a memo from the Vice President in early 1998.

Self Study Co-Chairs

Judy C. Miner, administration, appointed by the President

Toni Forsyth, faculty, appointed by the Academic Senate

Steering Committee Members

The following individuals were members of College Council in 1997-98 and formed the Steering Committee for the beginning of the self study:

Sandra Acebo	administration
Michael Brandy	administration
Lawrence Burke	administration
A.K. Sing Chanh	student
Paul Chesler	faculty
John Daggett	classified staff
Cyndy Dowling	classified staff
Christina Espinosa-Pieb	Minority Staff Association
Robert Griffin	administration
Martha Kanter	College President
Dennis Khodulev	student
Faith Milonas	faculty
Abel Nuñez	administration
Kathy Plum	faculty
Tiffany Sommerlad	student
Melanie Thomas	classified staff

1998-99 additions to the Steering Committee include these individuals:

Amanda Holt	student
Olivia Patlan	Classified Senate President
Nicholas Pisca	DASB President
Enrique Riveros-Schäfer	administration
Ron Warnock	administration

Writing Team Members

Eight of the 10 writing teams were composed of two co-chairs, one appointed by the President and one by College Council. Other faculty, staff, students and members of the Board of Trustees participated on the writing teams as need and interest warranted.

Organization for the Self Study

Standard One

Jim Haynes, co-chair	faculty
Theresa Rowland, co-chair	administration
Eugene Fujimoto	faculty
Anne Oney	administration
Polly Waathiq	faculty

Standard Two

Lawrence Burke, co-chair	administration
John Daggett, co-chair	classified staff
Duane Kubo	administration
Terri O'Connor	administration
Olivia Patlan	classified staff
Paul Setziol	faculty

Standard Three

Robert Griffin, chair	administration
Jeff Dickard	classified staff
David Lee	faculty
Steve Sellitti	administration

Standard Four

Sharon Sunico, co-chair	faculty
Enrique Riveros-Schäfer, co-chair	administration
Diana Alves de Lima	faculty
Valerie Bolaris	faculty
Paul Chesler	faculty
Dale Fadelli	classified staff
Allen Frische	classified staff
Suzanne Hoffman	classified staff
Mary Roberts	faculty
Edwina Stoll	faculty
Ron Warnock	administration

Standard Five

Robert Griffin, chair	administration
John Cognetta	faculty
Joanne Hames	faculty
Kathy Kyne	administration
Neil McCallum	administration
Rebecca Sherwood	faculty
Renee Augenstein	faculty

Standard Six

James McCarthy, co-chair	faculty
Willie Pritchard, co-chair	administration
Cindy Castillo	administration
Carole Chapman	classified staff
Maureen Chenoweth	classified staff
David Garrido	classified staff
José Menendez	administration

Standard Seven

Marcos Cicerone, co-chair	faculty
Mary Ann Ifft, co-chair	faculty
Suzanne Chan	faculty
Barbara Clapp	classified staff
Dorothy Coltrin	faculty
Martha De La Cerda	classified staff (District)
John Daggett	classified
John Lovas	faculty
Lorie Prouty	administration

Standard Eight

José Nuñez, chair	administration
Mike Brandy	administration
Kathleen Burson	administration
Alex Hochstraser	classified staff
Frank Nuñez	administration (District)
Alicia Rivera	classified staff
Ben Rodriguez	administration
John Schulze	administration (District)

Standard Nine

Mike Brandy, co-chair	administration
Rich Hansen, co-chair	faculty
Kathy Blackwood	administration (District)
Christina Espinosa-Pieb	classified staff
Sally Larson	classified staff
Hector Quinonez	administration

Standard Ten

Kathy Plum, co-chair	faculty
Anne Leskinen, co-chair	administration
Carol Clawson	administration (District)
Faith Milonas	faculty
Judith Moss	Board of Trustees
Melanie Thomas	classified staff

Accreditation Liaison Officer: Judy Miner,
Vice President of Instruction
Editor: David Barney, faculty

Organization for the Self Study

Primary Resources and Documents

The Accrediting Commission provided a list of documents which must be collected and referred to in the preparation of the self study. In addition, standard co-chairs were reminded of the need to document assertions with other primary resources and documents as needed. Each standard lists documents that are available for use during the accreditation team visit.

How did faculty, staff, students and the community have the opportunity to be involved and provide input to the Accreditation Self Study?

1. *A call for volunteers went out to DASB officers as well as all faculty, staff and administrators in April, 1998 to solicit participation on the writing teams.*
2. *College Opening Day, 1998, focused on planning for the Accreditation Self Study and the relationship with the Educational Master Plan.*
3. *All faculty and staff had an opportunity to respond to a survey during September, 1998.*
4. *A representative sample of students was surveyed during September, 1998.*
5. ***A series of four All-College Forums were widely publicized and conducted in the Campus Center from October, 1998 through March, 1999. These All-College Forums allowed any member of the College community to address the standard co-chairs with topics of interest.***
6. *Each constituent group was represented on the Steering Committee.*
7. *Each writing team was composed of faculty and staff from throughout the campus community.*
8. *Frequent updates were provided by the standard chairs to the Steering Committee at regularly scheduled College Council meetings.*
9. *Drafts were updated continually on a special accreditation Web site.*

When the accreditation team visits De Anza College, members of the team will schedule meetings with individuals, constituent groups and committees. They will also schedule open forums where the College community as a whole will have the opportunity to meet with members of the visiting team.

Accreditation Self Study Timeline

1997-99

A parallel, important planning effort was underway during the time that this self study was being prepared. The Educational Master Plan, which forms the backbone of planning efforts for the College, was developed in tandem with the self study. The Educational Master Plan provides information for the self study in areas of assessment and planning throughout the 10 standards. Additionally, the close examination of the College and its resources completed for the master plan provides De Anza (and this self study) with a thorough analysis of its communities, now and in the near future.

September, 1997

Steering Committee co-chairs attended a self study workshop sponsored by the Accrediting Commission.

January – April, 1998

Steering Committee decided upon.

Co-chairs of Steering Committee appointed.

Co-chairs of writing teams appointed.

Calls for volunteers made.

Editor assigned.

College accreditation leaders attended Commission-sponsored assessment workshop

May – June, 1998

Teams developed and met.

August, 1998

Editor resigned.

September, 1998

New editor assigned.

De Anza College hosts self study workshop for WASC.

Accreditation featured during Opening Day activities.

Staff survey conducted.

Initial draft of the Educational Master Plan reviewed by College Council.

Accreditation progress report to College Council.

October, 1998

Student survey conducted.

Staff survey results analyzed and distributed.

Writing team co-chairs convene work groups and produce draft updates to midterm report.

First drafts of standards to editor.

Accreditation first drafts of Standards One, Two and Eight to College Council.

Divisions and programs review/modify goals and action plans.

November, 1998

Follow-up surveys and focus groups as needed.

Survey results incorporated into the Educational Master Plan.

College-wide Town Hall Meeting focuses on master plan and accreditation.

Accreditation first drafts of Standards Three, Five, Six, and Nine to College Council.

December, 1998

Educational Master Plan draft distributed to 10 writing teams.

College-wide Town Hall Meeting focuses on master plan and accreditation.

January, 1999

Second drafts, Standards One to Six, to editor.

Progress report to College Council.

February, 1999

Standards One to Six to College Council for in-depth review.

College-wide Town Hall Meeting focuses on accreditation.

All standards to editor for second draft.

March, 1999

All standards to College Council for in-depth review.

April, 1999

Completed draft self study report to the Board of Trustees as information item.

Final changes submitted for editing.

May 13, 1999

College Council approval of self study report.

June 21, 1999

Board of Trustees approval of self study report.

July, 1999

Submission of Accreditation Self Study and other required documents to the Accrediting Commission.

October 20-22, 1999

Team visit.

De Anza College, founded in 1967, is one of the largest single-campus community colleges in the nation. Sitting on 112 acres in Cupertino, California, the College is located in Silicon Valley, a high technology area of low unemployment, high income and changing ethnicity. In 1998-99, the College developed an Educational Master Plan, DE ANZA 2005 Pathways to Excellence, which gives a vision of where the College sees itself today and over the next six years. This introduction makes use of research done for that document, which is included for team use. Also referenced are the De Anza home page (www.deanza.fhda.edu) and the Intranet home page of the Institutional Research Office (fhdaresearch.fhda.edu/).

De Anza is one of two colleges in the Foothill-De Anza Community College District. The District is governed by a five-member Board of Trustees, elected to four-year nonconcurrent terms and augmented by two advisory-voting student representatives. The President of the College was present for the last accreditation visit in 1993. After a comprehensive shared-governance review of the College organizational structure in 1994-95, five learning communities were established with divisions and programs of the College reporting to three vice presidents and two provosts. In 1999 the College further revised and consolidated its administrative structure with three Vice Presidents (Instruction, Student Services, and Finance and College Services) and a Provost of Workforce, Technology and Economic Development overseeing the divisions and programs of the campus.

The boundaries of the Fremont Union High School District, roughly the cities of Sunnyvale and Cupertino, comprise the traditional service area of the College, but the College now serves the region of Silicon Valley. Students from the traditional service area account for a decreasing percentage of its students. A majority of students come from the city of San Jose. Between 1980 and 1998, the percentage of students attending De Anza from within Sunnyvale and Cupertino decreased from 35 percent to 25 percent as the populations of San Jose and Santa Clara have dramatically increased.

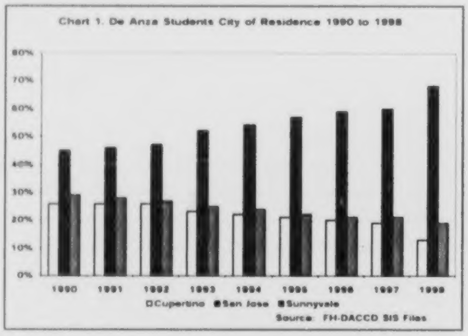
Chart 1. De Anza Students City of Residence 1990 to 1998

Source: FH-DACCD SIS Files

Between 1993 and 1998, the population of Santa Clara County grew from 1.5 million to 1.75 million. The largest increase was in the 0-14 and 60+ cohorts, with the 15-24 year old cohort actually declining in both percentage and real numbers. Projections indicate a decrease in the 25-59 year olds over the next 10 years, with an accelerating increase in the baby-boomer 60+ category during the period.

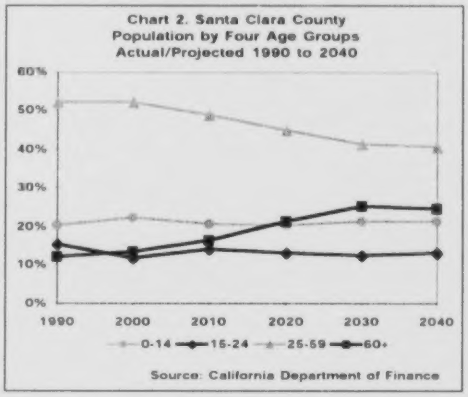
Chart 2. Santa Clara County
Population by Four Age Groups
Actual/Projected 1990 to 2040

Source: California Department of Finance

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ethnicity projections for the county indicate a sharp decrease is expected in the percentage of Caucasian residents, from almost 60 percent in 1990 to less than 15 percent by 2040. The Black/African American population will remain relatively constant at approximately 4 percent while the Asian/Pacific Islander and Hispanic/Latino populations will climb significantly (17-45 percent and 22-38 percent respectively).

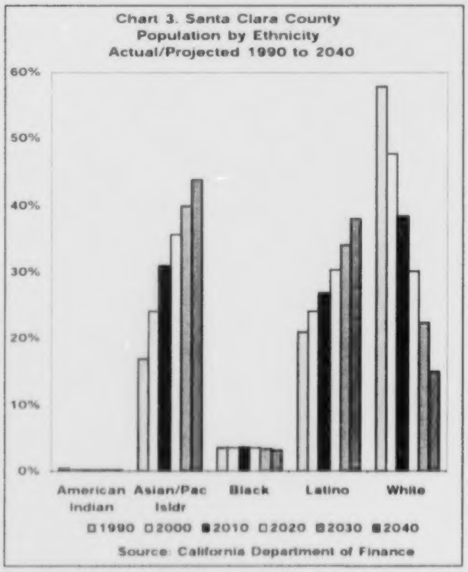

Chart 3. Santa Clara County Population by Ethnicity Actual/Projected 1990 to 2040

Source: California Department of Finance

The percentage of students who are Caucasian has decreased by half in the 1980-1998 period — from 80 to 40 percent. Asian/Pacific Islander student numbers have shown the largest percentage increase in that time period — from 10 percent to 40 percent. The Black/African American population has remained relatively constant at about 4 percent while the Hispanic/Latino population more than doubled in percentage. Hispanic/Latino students accounted for only 5 percent in 1980 and approximately 12 percent in 1998.

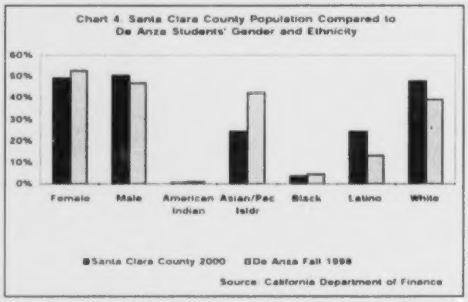

Chart 4. Santa Clara County Population Compared to De Anza Students' Gender and Ethnicity

Source: California Department of Finance

Student enrollments — 24,015 in the fall of 1993 — dipped slightly in 1994 and rebuilt to 24,681 in the fall of 1998. According to 1998 statistics, De Anza attracts 18 percent of all Santa Clara County students graduating from high school. Although declining in the early decade, since 1995 the student draw at De Anza as a percent of adult population of the county has remained stable. Gender distribution among students has remained fairly constant with females representing slightly over half the population.

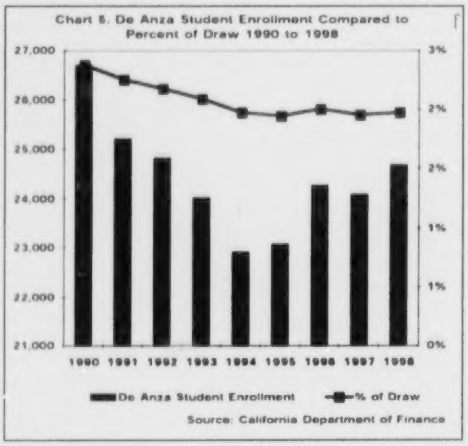

Chart 5. De Anza Student Enrollment Compared to Percent of Draw 1990 to 1998

Source: California Department of Finance

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De Anza students with disabilities is continuing after a slight decline in 1997, increasing by 50 percent from 1990-98 and now numbering more than 1,200 students.

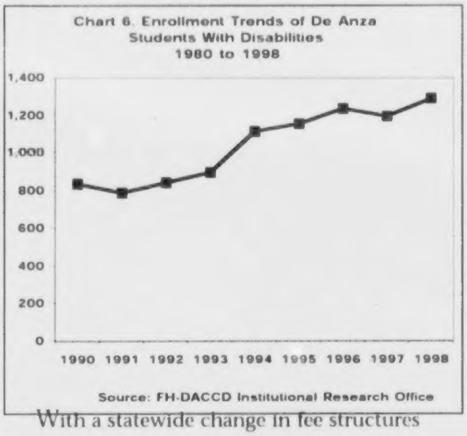
Chart 6. Enrollment Trends of De Anza Students With Disabilities 1980 to 1998

Source: FH-DACCD Institutional Research Office

With a statewide change in fee structures removing penalties for students with baccalaureate and higher degrees in the early 1990s, De Anza is again attracting these students. More than 2,500 students with bachelor's degrees are attending De Anza, up from fewer than 1,500 at the time of the last accreditation visit but still down from the almost 3,500 in 1990.

Staffing numbers at De Anza have remained relatively constant in terms of FTE. Since 1993, the number of administrators remained relatively constant while faculty and classified staff have actually declined, attributable to improved productivity, enrollment management and an increase in full-time faculty teaching overload classes.

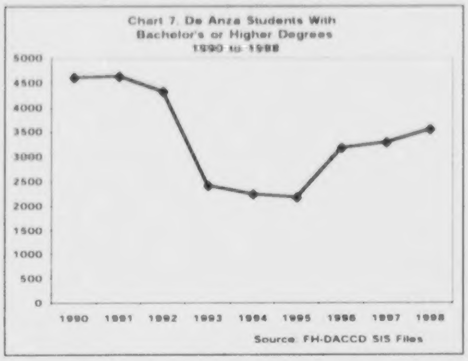
Chart 7. De Anza Students With Bachelor's or Higher Degrees 1990 to 1998

Source: FH-DACCD SIS Files

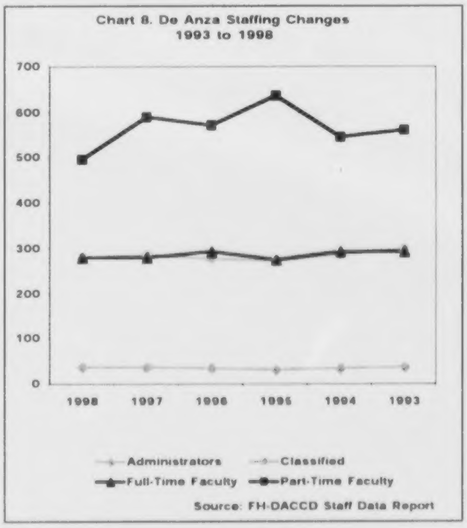
Chart 8. De Anza Staffing Changes 1993 to 1998

Source: FH-DACCD Staff Data Report

The ethnicity of the College staff has changed somewhat with the number of Caucasian staff dropping from 453 to 384 (73 percent to 65 percent) in the period of 1991-98. During that same time, the number of staff members from historically underrepresented groups increased from 103 to 145 (17 percent to 24 percent). The largest growth in underrepresented staff occurred among those who identify themselves among the "other" category. In the future, race and ethnicity will be recorded separately using U.S. Census Bureau categories so that a respondent will be able to select one of four races and multiple ethnicities as appropriate.

In looking at the full- and part-time faculty

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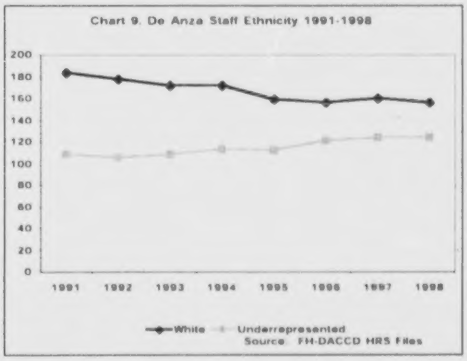
Chart 9. De Anza Staff Ethnicity 1991-1998

Source: FH-DACCD HRS Files

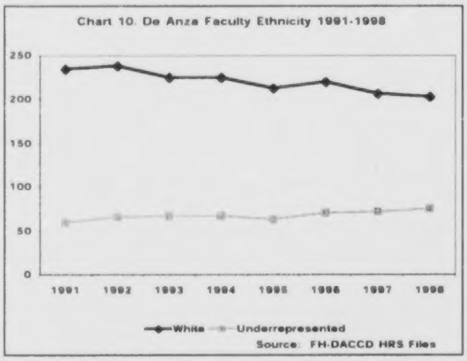
Chart 10. De Anza Faculty Ethnicity 1991-1998

Source: FH-DACCD HRS Files

headcount, however, the College is still predominantly Caucasian (73 percent full-time and 77 percent part-time). That may be due to several factors which include reemployment preference among part-timers, partial workload among retired faculty, and overload teaching among older faculty (most often Caucasian). Interestingly, part-time instructors are more likely than full-timers to be Asian/Pacific Islanders (10 percent versus 8 percent). Only 3 percent of part-timers are Black/African American compared to 6 percent of the full-time faculty. Again, the "other" ethnicity category accounts for 3.6 percent of the part-timers and only 1.4 percent of the full-time instructors. In looking at FTEs instead of headcount, both full-time and part-time faculty ethnicity trends are similar with the percentage of Caucasians declining, Asian/Pacific Islanders and "unrecorded" increasing, and Black/African American and Hispanic/Latino increasing slightly.

One measurement of student success is the number of degrees and certificates awarded. Since 1990, De Anza has increased the number of degrees awarded by 30 percent and the number of certificates by 27 percent. The number of students transferring to UC campuses has increased by 17 percent while those to CSU campuses have increased by almost 11 percent.

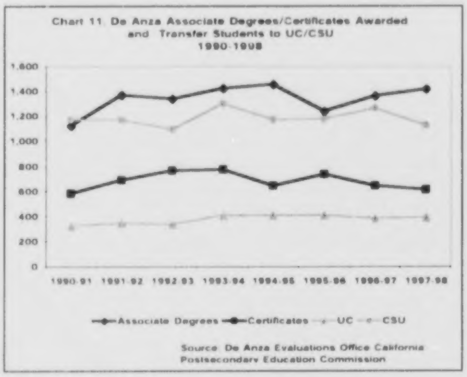
Chart 11. De Anza Associate Degrees/Certificates Awarded and Transfer Students to UC/CSU 1990-1998

Source: De Anza Evaluations Office California Postsecondary Education Commission

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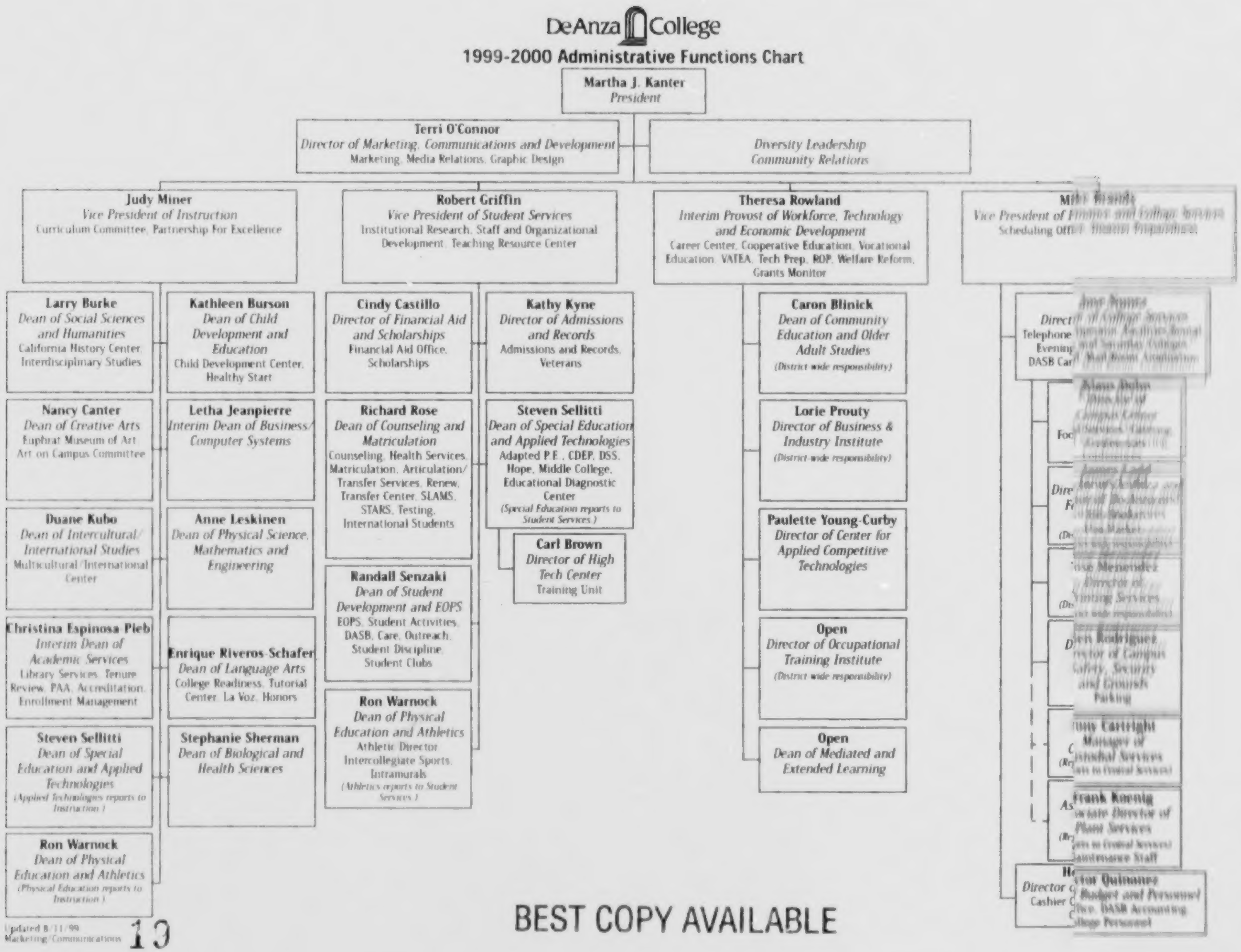
1999-2000 Administrative Functions Chart


DeAnza College
1999-2000 Administrative Functions Chart
Martha J. Kanter
President
Terri O'Connor
Director of Marketing, Communications and Development
Marketing, Media Relations, Graphic Design
Diversity Leadership
Community Relations
Judy Miner
Vice President of Instruction
Curriculum Committee, Partnership For Excellence
Robert Griffin
Vice President of Student Services
Institutional Research, Staff and Organizational Development, Teaching Resource Center
Theresa Rowland
Interim Provost of Workforce, Technology and Economic Development
Career Center, Cooperative Education, Vocational Education, VATEA, Tech Prep, ROP, Welfare Reform, Grants Monitor
Vice President of
Scheduling Off
Larry Burke
Dean of Social Sciences and Humanities
California History Center, Interdisciplinary Studies
Kathleen Burson
Dean of Child Development and Education
Child Development Center, Healthy Start
Nancy Canter
Dean of Creative Arts
Euphrat Museum of Art
Art on Campus Committee
Letha Jeanpierre
Interim Dean of Business/Computer Systems
Duane Kubo
Dean of Intercultural/International Studies
Multicultural/International Center
Anne Leskinen
Dean of Physical Science, Mathematics and Engineering
Christina Espinosa Pieb
Interim Dean of Academic Services
Library Services, Tenure Review, PAA, Accreditation, Enrollment Management
Enrique Riveros-Schafer
Dean of Language Arts
College Readiness, Tutorial Center, La Voz, Honors
Steven Sellitti
Dean of Special Education and Applied Technologies
(Applied Technologies reports to Instruction.)
Stephanie Sherman
Dean of Biological and Health Sciences
Ron Warnock
Dean of Physical Education and Athletics
(Physical Education reports to Instruction.)
Cindy Castillo
Director of Financial Aid and Scholarships
Financial Aid Office, Scholarships
Kathy Kyne
Director of Admissions and Records
Admissions and Records, Veterans
Richard Rose
Dean of Counseling and Matriculation
Counseling, Health Services, Matriculation, Articulation/Transfer Services, Renew, Transfer Center, SLAMS, STARS, Testing, International Students
Steven Sellitti
Dean of Special Education and Applied Technologies
Adapted P.E., CDEP, DSS, Hope, Middle College, Educational Diagnostic Center
(Special Education reports to Student Services.)
Carl Brown
Director of High Tech Center
Training Unit
Randall Senzaki
Dean of Student Development and EOPS
EOPS, Student Activities, DASB, Care, Outreach, Student Discipline, Student Clubs
Ron Warnock
Dean of Physical Education and Athletics
Athletic Director
Intercollegiate Sports, Intramurals
(Athletics reports to Student Services.)
Caron Blinick
Dean of Community Education and Older Adult Studies
(District wide responsibility)
Lorie Prouty
Director of Business & Industry Institute
(District-wide responsibility)
Paulette Young-Curby
Director of Center for Applied Competitive Technologies
Open
Director of Occupational Training Institute
(District wide responsibility)
Open
Dean of Mediated and Extended Learning
Telephone
Evening
DASB Car
Director
Cashier
Updated 8/11/99
Marketing/Communications

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Campus Map

DeAnza College
Diagonal Parking Spaces only on Mary Ave
Mary Avenue
STEVENS CREEK BOULEVARD
STEVENS CREEK BOULEVARD
PARKING LOT A
PARKING STRUCTURE
FLINT CENTER
SUNKEN GARDEN
PLANT SERVICES
PRINTING SERVICES
POOLS
COMPACT C
ARCHERY RANGE
PARKING LOT C
PARKING LOT B
County Office of Education
PARKING LOT E
TRACK AND FIELD
FOOTBALL FIELD
OUTDOOR EVENTS ARENA
SOCCER/SOFTBALL FIELD
BASEBALL FIELD
ENVIRONMENTAL STUDIES AREA
TENNIS COURTS
PARKING LOT D
STELLING ROAD
MCCLELLAN ROAD
HIGH TECH CENTER TRAINING UNIT (HTCTU)
N
LEGEND
★ EMERGENCY PHONE
♿ HANDICAPPED PARKING
P PARKING PERMITS
☎ TTY PHONES
OVERFLOW PARKING
$ CASH-TO-CARD MACHINE
(For Faxing and/or Photocopying)

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Certification of Continued Compliance

With the Eligibility Requirements

The Accreditation Self-Study Steering Committee, composed of the College Council of De Anza College, conducted a review of the eligibility requirements at its meeting on May 13, 1999. Each member of the council was provided with a copy of the requirements for accreditation and was asked to read the requirements prior to the meeting. The council reviewed and discussed each of the 20 requirements. College Council unanimously agreed that De Anza College continues to meet all of the eligibility requirements. The self-study report will describe and analyze how well each of the standards is met and will address in more detail the issues of appropriateness and adequacy of resources and services.

Statement of Assurance

We hereby certify that De Anza College continues to meet the eligibility requirements for accreditation.

Leo E. Chavez, Chancellor
Foothill-De Anza Community College District

May 13, 1999
Date

Martha J. Kanter

Martha J. Kanter, President
De Anza College

May 13, 1999
Date

Dolly Sandoval

Dolores A. Sandoval, President
Board of Trustees

May 13, 1999
Date

Accreditation Self Study

Responses to Recommendations from the Most Recent Evaluation/Additional Internal Concerns

STANDARD 1 INSTITUTIONAL INTEGRITY, PURPOSES, PLANNING AND EFFECTIVENESS

Standard

1.1 De Anza College revise and streamline planning processes in order to create District-, College-, and department-level mission statements and plans that are responsive to the needs of a changing student population and in line with the reality of limited resources.

1.2 The College develop and implement program review processes and corresponding data support systems that focus on student outcomes and that drive planning and budgeting for all College departments: instructional, instructional support, student services, and other support services.

Progress at Midterm Report	Subsequent Plans	1999 Update
Accomplishments which occurred between the 1993 report and the start of the fall of 1996	*Activities to have been undertaken and completed by the preparation of the next self study in 1998*	*Status of subsequent plans*
Developed and adopted a college mission statement.	Integrate the program review process at a District level.	District program review process initiated.
Submitted individual program mission statements in the context of the new program review process.	Integrate the College and department missions with the District plans.	Campus program reviews identify department missions and plans aligned with College mission statement.
Established College-wide goals and a strategic planning process.	Monitor the progress and refinement of departmental work plans developed during the fall of 1996 opening activities.	Department work plans incorporated into College strategic planning process and the Educational Master Plan.
	Update goals and strategic plans continuously.	Ongoing.
Clarified roles of governance groups.		Completed.
Designed a new decision making model consisting of six teams with clearly defined charges.		Second revision of decision-making model implemented April, 1999.
Established an ongoing calendar of major issues and decisions on the agendas of the decision making teams.		Ongoing.
Completed the initial cycle of program reviews for instruction, student services, and administrative services while incorporating student outcome measures.	Utilize program review results in more decision making.	Ongoing.
Began to use program review materials in decision making.		
Participated in the Academic and Professional Issues Committee (APIC) proposal of guidelines for District program review.		APIC is now Joint Development Group (JDG) addressing District program review guidelines and implementation.
Developed a common format for course and student data with Foothill.	Validate course and student data and adopt formats to guide the goal setting for program mix by November, 1996.	Ongoing.

Accreditation Self Study

Responses to Recommendations from the Most Recent Evaluation/Additional Internal Concerns

STANDARD 2 EDUCATIONAL PROGRAMS

Standard

2.1 De Anza College conduct a thorough study of student assessment and student outcomes data and develop a comprehensive, fully coordinated plan for providing remedial services.

2.2 The College review the organizational structure of the instructional program in order to determine the feasibility and benefit of the consolidation and centralization of appropriate areas.

Progress at Midterm Report	Subsequent Plans	1999 Update
Accomplishments which occurred between the 1994 report and the start of the fall of 1996	*Activities to have been undertaken and completed by the preparation of the next self study in 1998*	*Status of subsequent plans*
Established the Student Success Team which developed a comprehensive proposal for improving student access and completion including aspects of outreach, admissions, placement testing, counseling and advising, and multiple curricula and instructional options for underprepared students.	Pilot an intensive, whole-language curriculum in reading and writing during 1996-97.	Implemented (e.g., LART).
	Pilot several combinations of content courses with skill courses: e.g., humanities/writing, political science/writing, during 1996-97.	Implemented (e.g., interdisciplinary studies linked courses).
Revised the ESL curriculum to offer a more intensive, whole-language approach.	Increase interdisciplinary course offerings and combinations to underprepared students during 1996-97.	Implemented.
Increased offerings in ESL including the development of courses linked with vocational programs.	Pilot the use of technology in offering instructional options to underprepared students.	Implemented ELLIS software to assist and improve performance of underprepared students in the College Readiness Lab.
Redesigned and implemented prerequisite policies to comply with revisions of Title 5.	Revise tutorial/skills program to include College-wide training and individual assignment of tutors to classroom faculty during 1996-97.	Ongoing.
Adopted a holistic writing sample for placement in ESL.		
Piloted a holistic writing sample for placement in reading and writing.	Utilize statewide unemployment insurance data in the implementation of performance-based accountability measures for vocational programs.	State Chancellor's Office reviewing these data for accuracy and reliability, thus on hold at the present time for the College.
	Assess the efficiency and effectiveness of the institutional infrastructure in shifting resources to serve changing student needs.	Implemented revisions to the organizational structure and new Instructional Planning and Budgeting Team of the College.

Accreditation Self Study

Responses to Recommendations from the Most Recent Evaluation/Additional Internal Concerns

STANDARD 3 STUDENT SERVICES AND THE CO-CURRICULAR LEARNING ENVIRONMENT

Standard

3.1 De Anza College re-examine the mission of the counseling program with special attention given to the delivery of services, the role of counselors, diversity within the department, and the development of accountability and workload measures.

3.2 A plan be developed to incorporate both a process and a discrete instrument relevant to student services as the college moves toward a more comprehensive approach to program review and planning.

Progress at Midterm Report	Subsequent Plans	1999 Update
Accomplishments which occurred between the 1994 report and the start of the fall of 1996	*Activities to have been undertaken and completed by the preparation of the next self study in 1998*	*Status of subsequent plans*
Hired a new Dean of Counseling with experience as a diversity trainer and clinician. Developed a model that decentralizes the delivery of counseling. Hired three new counselors to work with targeted/diverse populations and EOPS.	Explore use of technology for delivery of counseling services (online educational plans and degree audits and also kiosks)	Optical Character Reader program being implemented with improved degree audit and online educational plan development functions. Counseling also delivered online in a pilot program. Counselor assigned to respond to e-mail. Counselor experimentally assigned to an online course to provide counseling to students.
	Create a closer link with A&R to address access and retention and academic success issues.	Director of A&R and Dean of Counseling and Matriculation work together on a number of projects, serve on a Registration Improvement Team, and are members of the Student Services Planning and Budgeting Team.
	Assume responsibility for coordination and advising of international students program.	International student program has been assigned to the Dean of Counseling and Matriculation. Two counselor positions include 25 percent of their assignment for counseling international students. An International Students Coordinator for oversight of the program has been hired.
	Orient and support new staff through tenure and professional growth processes.	Implemented.
	Adopt accountability measures for counseling and advising services.	Review in process.
Developed and administered a single program review instrument used by all programs including student services.	Contribute to the development of District policies regarding workload.	Contract review between the District and Faculty Association in process.
	Continue to refine the instrument to ensure that criteria and indicators successfully assess and measure student services programs.	Program review process includes assessment and evaluation of student services.
	Work closely with program review unit to ensure broad understanding of relationship and success of student services to success of instructional services.	Coordination to improve program planning and review between Student Services and Instruction implemented.

Accreditation Self Study

Responses to Recommendations from the Most Recent Evaluation/Additional Internal Concerns

STANDARD 4 FACULTY AND STAFF

Standard

4.1 De Anza College explore standardizing a proactive marketing process which utilizes all staff involved in hiring in an effort to increase the application pool of under-represented groups.

4.2 The College undertake a college-based examination of the timing of, and follow-up for, evaluations and ensure the interface of this process with the personnel tracking responsibility.

4.3 The College conduct a system-based study and articulation of the rationale for past and current workload agreements with a consequent attempt to isolate and adjust problem areas.

Progress at Midterm Report	Subsequent Plans	1999 Update
Accomplishments which occurred between the 1994 report and the start of the fall of 1996	*Activities to have been undertaken and completed by the preparation of the next self study in 1998*	*Status of subsequent plans*
Collaborated with Central Services and Foothill to revise part-time hiring process.	Access the District server for a more efficient means of obtaining part-time applications information.	Implemented.
Accelerated the hiring process timelines to develop larger, more diverse applicant pools. Completed the redesign of the evaluation tracking process.	Monitor the implementation of the part-time hiring process.	Ongoing.
Completed overdue evaluations and established ongoing monitoring process.	Improve record keeping of completed evaluations.	Ongoing monitoring and continuous improvement of this area.
Restructured De Anza's human resources portion of Administrative Services related to evaluation follow-up		
Monitored part-time faculty evaluations on a quarterly basis.		
Load issues currently on the table with Faculty Association include agreement on definition of "full load," evaluation of load disparities; clarification of and criteria for extra load/pay for large classes.	Continue to refine workload issues via administrative oversight, provide rationale for existing disparities, and reach agreement on load issues consistent for both colleges.	Ongoing contract review and negotiations regarding workload.

Accreditation Self Study

Responses to Recommendations from the Most Recent Evaluation/Additional Internal Concerns

STANDARD 5 LIBRARY AND LEARNING RESOURCES

Standard

5. *An overall institutional high-technology plan be developed to coordinate the College-wide development, use and acquisition of high-technology learning environments.*

Progress at Midterm Report	Subsequent Plans	1999 Update
Accomplishments which occurred between the 1994 report and the start of the fall of 1996	*Activities to have been undertaken and completed by the preparation of the next self study in 1998*	*Status of subsequent plans*
Hired a Dean of Technology. Completed the District Technology Plan. Reorganized technology staffing for the College in the Science and Technology Learning Community.	Refine and implement the District Technology Plan in phases over the next five years.	Technology Plan underway in three phases: install high-speed, fiber-optic network; place current computer technology as needed; staff. Part one complete by fall of 1999. Three-year refresh leasing underway for computers for all full-time faculty. Staffing recommendations by consulting group, Collegis, Inc. being evaluated.
	Phase in a comprehensive staffing plan consonant with College resources.	The Collegis Report is being evaluated for implementation.
	Complete Phase I hiring in the Technology Plan (technician, Webmaster, trainer, staff assistant and network coordinator).	Trainer, staff assistant, and technician have been hired. Funding for part-time Webmaster in place.

Accreditation Self Study

Responses to Recommendations from the Most Recent Evaluation/Additional Internal Concerns

STANDARD 6 PHYSICAL RESOURCES

Standard

6.1 Clear policy, standardized procedures and assigned responsibility for hazardous materials be established in the District and effectively communicated to appropriate De Anza College personnel.

6.2 The College identify a process for prioritizing equipment requests and examine methods for allocating resources for equipment acquisition.

6.3 The College expedite the completion of its plan to achieve accessibility.

Progress at Midterm Report	Subsequent Plans	1999 Update
Accomplishments which occurred between the 1994 report and the start of the fall of 1996	*Activities to have been undertaken and completed by the preparation of the next self study in 1998*	*Status of subsequent plans*
Established and implemented annual plans for hazardous material removal.	Continue training and compliance activities.	Continuing provision of training and oversight regarding compliance activities.
Provided training for division staff.		
Maintained logs documenting regulatory compliance.		
Developed and implemented an interim process through the Program Review Team to distribute $1.4 million for instructional equipment at the start of the 1996-97 fiscal year.	Assign prioritization process to the Budget Team which will build on trial processes developed by program review.	Planning and Budgeting Teams implemented throughout the College to prioritize requests to College Council.
Worked through an advisory committee of faculty, staff, students and administrators to prioritize and implement the recommendations of the survey.	Continue implementation of the survey recommendations.	Continuing.

Accreditation Self Study

Responses to Recommendations from the Most Recent Evaluation/Additional Internal Concerns

STANDARD 7 *FINANCIAL RESOURCES*

Standard

7.1 De Anza College identify all areas where revenue is generated on campus and study the feasibility of consolidating all accounting and budget functions under Administrative Services.

7.2 The College should carefully evaluate the level of management required to adequately fill the role of college chief fiscal officer.

Progress at Midterm Report	Subsequent Plans	1999 Update
Accomplishments which occurred between the 1994 report and the start of the fall of 1996	*Activities to have been undertaken and completed by the preparation of the next self study in 1998*	*Status of subsequent plans*
Established the shared-governance Campus Budget Team to recommend policies and procedures for allocations, revenue and expense monitoring.	Fill the vacant Budget Analyst position during fall of 1996.	Implemented.
	Improve the District's Financial Reporting System for ease of use.	Implemented with Brio Query
Reorganized the Cashier's Office reporting line from Student Services to Finance and College Services.	Implement budget allocation process that includes all revenue sources.	In process.
Reorganized and consolidated appropriate Student Trustee accounts.		
Established and hired the position of Director, Budget and Personnel and redesigned support positions of Personnel Analyst and Budget Analyst.		
Relocated District Human Resources Officer to the De Anza campus to improve oversight and coordination.		
Reclassified the Dean of Administrative Services to the Vice President, Finance and College Services level through the College's strategic planning process that resulted in a restructuring, effective July 1, 1995.	Fill the vacant Vice President, Finance and College Services position during fall of 1996.	Implemented.

Accreditation Self Study

Responses to Recommendations from the Most Recent Evaluation/Additional Internal Concerns

STANDARD 8 GOVERNANCE AND ADMINISTRATION

Standard

8.1 De Anza College develop an overall strategy for the improvement of internal communication and that the plan include a method of evaluation of communication effectiveness.

8.2 A management audit of College and District Human Resources operations be conducted and that a plan for the improvement of this area be developed.

8.3 The District consider conducting team-building training among the members of the Board of Trustees and senior management.

Progress at Midterm Report	Subsequent Plans	1999 Update
Accomplishments which occurred between the 1994 report and the start of the fall of 1996	*Activities to have been undertaken and completed by the preparation of the next self study in 1998*	*Status of subsequent plans*
Implemented College-wide communications plan to include internal publications, forums and e-mail.	Continue to evaluate the effectiveness of the new communications vehicles e.g., LocalTalk, Inside Track, learning community meetings, Open Forums, etc.)	Continuing.
Evaluated the effectiveness of the Communications Plan.	Commit technology resources to connect all faculty and staff to the District's network and improve the phone system.	Continuing.
Implemented audit recommendations include relocation of HR staff to De Anza to provide services and consistency, training provided on contract issues, updating and revising HR policies and procedures.	Continue to improve communication and training opportunities on policies and procedures; HR data available on HR Web site; Board policies on Personnel revised, updated and available online.	Continuing.
New Chancellor (7/95) and new HR Director (1/95) work to improve communications with Board. Board minutes reflect Board appreciation for and acknowledgment of administrators response to their needs. Board attended Administrator Retreat.	Continue to improve communication and administrative response to Board requests for information, and joint development of goals and strategies.	Continuing.

STANDARD OTHER

- ***Establish a process for ensuring the currency and accuracy of its next self study and provide adequate supporting documentation for the validation activities of the visiting team.***

Progress at Midterm Report	Subsequent Plans	1999 Update
Established documentation standards for college decision-making teams to allow file server access to agendas, minutes and team-work products.	Collaborate with the Academic and Classified Senates, DASB and the managers in the establishment of the accreditation schedule.	Improved oversight and liason for the 1999 Accreditation Self Study and process.
Published a calendar of milestone dates for the decision-making teams.		

Standard One

Institutional Mission

The institution has a statement of mission that defines the institution, its educational purposes, its students, and its place in the higher education community.

1. ***The institution has a statement of mission adopted by the governing board which identifies the broad-based institutional purposes it seeks to achieve.***

2. ***The mission statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.***

Descriptive Summary

Adopted by the Board of Trustees in 1994 (Doc 1.01), the De Anza College mission statement defines its broad-based educational purposes.

"Building on its tradition of excellence, De Anza College challenges students of every background

- to develop their intellect, character, and abilities
- to achieve their educational goals, and
- to serve their community in a diverse and changing world."

The mission statement is published in the 1997-98 College catalog (Doc. 1.02) and is included as part of the President's message in the 1998-99 catalog (Doc. 1.03). The most recent catalog also includes the statement of philosophy, objectives as an institution of higher education, and a listing of primary functions (Doc. 1.04). The mission, purpose, and outcomes statements also appear in DE ANZA 2005 Pathways to Excellence, the College Educational Master Plan (Doc. 1.05) and in the De Anza College general information brochure and viewbook (Doc. 1.06). Adopted in 1990, the original values statement and the list of values appear in the Educational Master Plan document. Taken together (Doc. 1.07), the mission statement and supporting documents profile the students of the institution and define the College's place in the higher education community. The students and community the College serves are further identified in the campus overview statement in the 1998-99 catalog. The catalog states, "De Anza, one of more than 100 community colleges in California, has gained a national reputation for its responsiveness to community needs, including those needs of students with physical and learning disabilities, older adults, minorities, and re-entry students."

Self Evaluation

In the past six years, California Community Colleges have experienced events and challenges which appear to warrant the need to review the De Anza College mission statement for consistency and accuracy. These include the role of the College in the economic development of its community, the welfare reform legislation, the passage of the Americans with Disabilities Act, issues related to technology and information access, and the passage of propositions and subsequent court rulings relating to affirmative action and bilingual education.

Some College teams have actively used the mission statement in their work. For example, in 1994 the College's Diversity Advisory Council was formed and used the College mission statement as the background document for the mission, purpose, and goals statements of the group (Doc 1.08).

Standard One

Institutional Mission

The College Council has periodically reviewed the mission and values statement. The College undertook a formal review of the mission statement in Spring 1999. The complete values statement has not been revised since 1994. In at least the last 10 years, a formal College-wide review has not been conducted to examine the campus overview, philosophy, and objectives statements which appear annually in the catalog.

Planning Agenda

- College Council and the planning and budgeting teams will use the mission statement to guide program planning and budget decisions.

3. ***Institutional planning and decision-making are guided by the mission statement.***

Descriptive Summary

Following the adoption of the mission statement in 1994, a new, mission-driven program review process was developed with input from the College community through a representative task group and public forums. The process requires all instructional, student services and administrative programs and departments to state their roles in support of the mission of the College and to develop their own program or departmental mission statements. The process also requires programs and departments to develop plans with the College mission in mind. Following the April 19, 1999 adoption of the College Educational Master Plan by the Board of Trustees, program review will be further guided by that document. The program review process is the primary source of information for decisions regarding instructional equipment allocations, budget development, personnel and FTE allocations, facilities utilization, new program development, and program discontinuance.

In 1995-96, the College implemented a decision-making process that was also developed through a shared-governance and open-forum process. The decision-making model comprised the College Council, a recommending body to the President, and five teams (program review, personnel and enrollment, budget, facilities, technology), which forwarded recommendations to College Council.

In spring of 1999, the College revised its decision-making process through open forums. The decision-making model now comprises the College Council, which is a recommending body to the President, and four planning and budgeting teams, which forward recommendations to the College Council in areas such as program review, personnel, enrollment, budget, facilities, and instructional equipment and technology. These revisions were designed to give more decision-making authority to the four programmatic areas of the College (Instruction; Student Services; College Services; and Workforce, Technology and Economic Development) and to link more effectively all aspects of resource allocation.

The College decision-making model was realigned with the new administrative structure, also put into place in the spring of 1999.

The Curriculum Committee, which is a subcommittee of the Academic Senate, has been an important component of shared governance, coordinating primarily with the Instructional Planning and Budgeting Team of the College. Co-chairs of the planning and budgeting teams establish and maintain communication among the teams and also establish the decision-making calendar and timelines for reaching closure. Both the original and revised decision-making processes were designed to translate the mission and annual strategic goals into decisions on program planning and resource allocation.

Standard One

Institutional Mission

The mission statement guides institutional planning. The College Council annually sets institutional goals for the College. Annual goals are developed through open forums and institutional research data on student and community needs. In May of 1997, the College Council commissioned a planning group to develop a five- to eight-year strategic plan. This Educational Master Plan would translate mission and primary goals (increasing student access and success) into action plans and serve as a guide or road map for the College into the next millennium. The resulting DE ANZA 2005 Pathways to Excellence document was developed through a process that engaged the entire College community in 1997 and 1998. College Council adopted the Educational Master Plan in February 1999 (Doc. 1.09) and the Board of Trustees on April 19, 1999 (Doc. 1.10).

Self Evaluation

A subcommittee of the College Council reviewed the decision-making process in 1996-97, and minor adjustments were implemented in 1997-98. Most of the adjustments involved reaffirming each team's charge and membership as well as their relationships and integration with the other teams. Some revisions and changes were also made to the program review process following this review; however, some confusion still remains with regard to which mission statement is referred to in the program review documents. Efforts are ongoing to improve program review procedures and the efficiency of the entire decision-making process. The College Council and other decision-making groups have followed both the letter and the spirit of the mission statement in their actions. College Council is committed to conducting evaluation and revision as necessary for all policies and procedures related to planning and decision making.

Annual goals set by the College Council are translated into work plans for each division and department. Completion or progress on work plans is monitored by administration. A report on progress towards goals is regularly a part of the President's State of the College address each spring to the Board of Trustees. For example, as part of the President's address in 1997, the *Quest for Excellence* (Doc. 1.11) and the *Goals Project* (Doc. 1.12) were published with an extensive report on the completion of, and progress on, all work plans in the College. In the spring of 1996, the College published a special edition newspaper which was distributed to all faculty and staff, underscored the mission, and detailed progress on strategic goals at the time.

A faculty and staff accreditation survey (Doc. 1.13) was conducted early in the 1998-99 academic year. The results are mixed but would seem to indicate that those closest to the development and implementation of the College planning processes consistently recognized the linkage between the mission and planning. Administrators as a group consistently recognized the linkage of the mission to all processes while faculty and staff saw it only in the context of annual program review updates. In addition, the high number of part-time faculty responses would be expected to increase significantly the "did not know" answers. When the part-time responses are filtered out, the "did not know" responses decreased significantly. The high number of "disagree" answers regarding the linkage between planning and the mission needs further investigation. Overall results seem to indicate that there is a disconnect between documents that link the mission to decision making and a general perception among faculty and staff that they are not linked.

More than 15 percent agreed that "institutional planning is guided by the College mission statement" while 41 percent did not know, 36 percent disagreed, and 8 percent had no response. The survey was administered at the beginning of the 1998-99 academic year, well before the Educational Master Plan was adopted and distributed. These results appear to indicate that most staff and faculty were unaware of documents related to planning and their relationship to the mission.

More than 56 percent agreed that "College financial planning is guided by the College mission statement," while 22 percent did not know, 19 percent disagreed, and 3 percent had no response. Requests for financial resources for instructional equipment, new staff, or operating budget augmentations are made through the shared governance process and usually involve large segments of the faculty and staff. These results seem to indicate the linkage between financial planning and the mission is evident to most segments of the College.

Approximately 68 percent agreed with the statement that "Educational programs are periodically reviewed for consistency with the mission and goals of the College," while 22 percent did not know, 8 percent disagreed and 2 percent had no response. Annual reviews of educational programs are made through the program review process and usually involve large segments of the faculty and staff. These results seem to indicate the linkage between educational program development and the mission is very evident to most segments of the College.

However, when given the statement, "De Anza has a clearly articulated philosophy emphasizing each employee's responsibility to assist students in the successful achievements of their goals," only 19 percent of respondents agreed, 11 percent disagreed, 67 percent did not know, and 3 percent had no response. These results appear to be consistent with the apparent difficulty in identifying not only the location of the College philosophy statement but the fact that the College community as a whole has not reviewed the statement in at least the last 10 years.

Planning

- The Director of Marketing, Communications and Development will ensure that the mission statement is widely distributed in a variety of media.
- The Vice President and Provost will ensure that planning carried out at the division level will reflect mission-based decisions and link to the Educational Master Plan goals in order to integrate the mission at the department, College and District levels.

b. *The institution evaluates and revises its mission statement on a regular basis.*

Descriptive Summary

The College mission statement and its scope were last reviewed through a College-wide effort in 1983. The College mission statement and functions are in accord with Education Code Section 66010.4 (Doc 1.14).

The mission statement and supporting documents are consistent with the Foothill-De Anza Community College District Philosophy, Mission, and Priorities Statement, approved by the Board of Trustees on June 11, 1990 (Doc 1.15).

Self Evaluation

In spring of 1999, the mission statement was distributed to the College community for review. Few responses were received. Questions remain about the relationship of the mission to College planning, budgeting and operations, despite periodic review of the mission.

Standard One

Institutional Mission

The recent and ongoing reevaluation of general education requirements for transfer and the A.A./A.S. degrees raised questions about the relationship between the College mission and functions statements and the AB 1725 mission and priority statement for the California Community Colleges.

Some faculty and staff have expressed concerns that the mission statement should reconsider the use of the phrase "challenge students" in favor of language that more accurately reflects our purpose and what we really expect of our students.

Some faculty have expressed an interest in using language that better illustrates our desire for students to be successful in all domains of learning: the cognitive, the affective and the psychomotor. Other faculty have expressed a desire to include in the mission language that emphasizes access to technology for all students. Recent funding incentives emphasizing the measurement and reporting of outcomes also challenge the College to reevaluate its mission statement. Other faculty have expressed a desire for the mission statement to be more closely associated with student outcomes.

These comments support the need to revise the mission statement.

There is a further need to coordinate College planning efforts with the District.

Both De Anza and Foothill colleges have finalized Educational Master Plans that look ahead until 2005. These plans are the foundation for a District Master Plan (Doc. 1.16).

To date, there are no District program review policies or procedures in place. However, efforts are currently underway to propose a District program review process through the District shared governance Joint Development Group in order to establish a District program review process by 1999-2000 (Doc. 1.17).

It appears there is a need for the mission statement and the other supporting documents to be woven together into a single publication.

The mission statement was approved in 1994 and has appeared, in part or whole, toward the front of every catalog since. During the opening days of 1995, all faculty and staff were given the mission statement on laminated bookmarks, and a poster version was distributed for display in all classrooms and offices. Not all division, department, and program offices display the current mission statement; some still display the pre-1994 mission statement. The mission, purpose, and outcomes statement can most recently be found in the 1998-99 catalog, DE ANZA 2005 Pathways to Excellence, the viewbook, the Instructor's Survival Kit prepared for new full-time faculty orientations (Doc. 1.18), and on the College Web site. At the beginning of the winter quarter of 1999, all faculty, staff and administrators were again given the bookmark version of the mission statement.

The philosophy and objectives statement appears in all recent catalogs but varies in its location from page 2 to page 19. The recent survey results seem to underscore this lack of prominence, because 68 percent of those responding apparently did not know about the philosophy statement or what it says.

The complete values statement (Doc. 1.19) was adopted in Dec. 1990 but was not widely distributed. The College Council last reviewed College values in Sept. 1996 (Doc. 1.20). At that time it was decided to publish only the list of values, with no priority intended. A listing of the values can most recently be found prominently in the Educational Master Plan.

Standard One

Institutional Mission

The College community finds it difficult to decipher such terms as mission, vision, value, objective, function, purpose, goal, outcomes, overview, and philosophy.

Planning Agenda

- College Council will develop clear, streamlined language to express the College mission and values.

Supporting Documentation

Doc. 1.01	Board of Trustee minutes, 1997
Doc. 1.02	1997-98 College Catalog, pg. 1
Doc. 1.03	1998-99 College Catalog, pg. 1
Doc. 1.04	1998-99 College Catalog, pg. 15
Doc. 1.05	DE ANZA 2005 Pathways to Excellence – the Educational Master Plan
Doc. 1.06	De Anza College general information brochure (March 1998) and the viewbook
Doc. 1.07	Mission, Values, etc. Statement
Doc. 1.08	Charge of the Diversity Advisory
Doc. 1.09	Committee College Council minutes, Feb. 25, 1999
Doc. 1.10	Board of Truster minutes, March 1, 1999
Doc. 1.11	Quest for Excellence – De Anza College Annual Report 1996-97
Doc. 1.12	Goals Project – Spring 1997
Doc. 1.13	Faculty and staff survey
Doc. 1.14	Education Code Section 66010.4 College Council minutes September of 1998
Doc. 1.15	Board of Trustees minutes, June 11, 1990
Doc. 1.16	District Master Plan
Doc. 1.17	Joint Development Group Minutes, April 7, 1999
Doc. 1.18	Instructor's Survival Guide
Doc. 1.19	Value Statements

Standard Two

Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs; and in relationships with its accreditation association and other external agencies.

1. ***The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning: (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and the governing Board.***

Descriptive Summary

Over the last five years, the number of publications about the College has increased (Doc. 2.01). Administrative, classified, faculty, and College-wide retreats; the President's Open Forums, Town Hall Meetings, and open office hours; the implementation of shared-governance planning and budgeting teams; and a new Educational Master Plan (Doc. 2.02) have contributed to more accurate and comprehensive communications. College catalogs (Doc. 2.03) and schedules (Doc. 2.04) are designed to achieve a "user friendly" format. In addition, Web sites for the College, its departments, divisions, and programs intend to function with the same "user friendly" character. Brochures and other publications from divisions and departments (Doc. 2.05) present greater detail on instructional programs and support services. Finally, a new structure (Doc. 2.06) for administrative organization was developed to provide clear and accurate communication for a more integrated community.

Self Evaluation

The College recognizes that its commitment to communicate honestly in all phases of its work requires constant assessment. A survey conducted in the fall of 1998 indicated that the College has students, faculty, staff, and administrators who do not clearly understand how the goals, policies, procedures, and strategies of the institution work (Doc. 2.07). Monitoring, assessing, and improving clear and "user friendly" communication seem needed if the College presentation about itself is to work effectively.

Planning Agenda

- The College Council will review and update its internal and external plan for both written and electronic communications.

2. ***The institution has a readily available governing Board-adopted policy protecting academic freedom and responsibility which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.***

Standard Two

Institutional Integrity

Descriptive Summary

The Foothill-De Anza Community College District Board policy on academic freedom is available electronically and in hard copy. The policy clearly intends to protect free inquiry of faculty as well as students, and it outlines institutional commitment and responsibilities (Doc. 2.08).

Self Evaluation

The policy on academic freedom seems adequate and comprehensive. As part of the Board policy review, the academic freedom policy was revised on Nov. 18, 1996 (Doc. 2.09).

Planning Agenda

- No recommendations at this time.

3. ***Faculty and other College staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.***

Descriptive Summary

Administrative, faculty and student evaluations report on the extent to which instructors are conducting classes fairly and objectively. The District student complaint policy (Doc. 2.10) describes another method for students to voice concern about instructor objectivity.

Self Evaluation

Employee evaluations (Doc. 2.11); surveys of students (Doc. 2.12); and student, faculty and staff representation on College governance committees illustrate College efforts at ensuring fairness and objectivity. Experience has shown that very few complaints have been filed about instructor or staff objectivity.

Planning Agenda

- No recommendations at this time.

4. ***Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.***

Descriptive Summary

De Anza College strives to instill an appreciation of all perspectives and points of view. The Board of Trustees and constituent groups at the College have policies describing conduct in the following areas: sexual harassment, accessibility, non-discrimination, drugs and alcohol, and non-smoking (Doc. 2.13). Board policy on ethics and conduct is clear and periodically reviewed (Doc. 2.14).

Self Evaluation

Regular assessment and revision of policies are important for the College. Clear policy statements are communicated via Board policies and are revised as needed.

Planning Agenda

- No recommendations at this time.

5. ***The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.***

Descriptive Summary

The College provides faculty and students with policies concerning academic honesty and spells out sanctions for violations as well as due process for those accused (Doc. 2.15).

Standard Two

Institutional Integrity

Self Evaluation

Policies and procedures connected with all expected standards for faculty and student behavior are stated clearly in each quarter's class schedule (Doc. 2.16). In addition, faculty are directly advised to state clearly their "requirements and rules" in green sheets (course syllabi) so that students will know what each faculty member expects (Doc. 2.17).

Planning Agenda

- No recommendations at this time.

6. ***The institution demonstrates through policies and practices an appropriate understanding of, and concern for, issues of equity and diversity.***

Descriptive Summary

De Anza College has a long-standing commitment to equity and diversity. From the College mission statement (Doc. 2.18); the Multicultural Plan (Doc. 2.19); the five-year Staff Development Plan for Diversity (Doc. 2.20); and policies and practices connected with curriculum (Doc. 2.21), hiring (Doc. 2.22), governance (Doc. 2.23), and student rights (Doc. 2.24), the College expresses commitment for equity and diversity. The College acts in ways calculated to result in a College more responsive to student demographics of this region.

Self Evaluation

The College commitment to multiculturalism is evidenced by its Multicultural Plan, Diversity Advisory Council, the hiring of a Faculty Diversity Coordinator in 1995, the improving diversification in hiring of College employees, the ongoing infusion of multiculturalism into the curriculum, and general education (GE) requirements that represent global issues and perspectives. At the highest level of institutional governance, the Diversity Coordinator and a representative of the Minority Staff Association serve on the College Council. In addition, as a result of a District comprehensive diversity assessment (Doc. 2.25), the College has increased its commitment through diversity workshops and courses for employees, management development, affirmative action training sessions, and revisions of employee hiring minimum qualifications to include an understanding of and sensitivity to diversity issues.

Planning Agenda

- The Curriculum Committee, under the joint leadership of the Academic Senate and the Office of Instruction, will establish an implementation plan of the revised GE criteria, reflecting the ongoing commitment to multiculturalism in the curriculum.
- The College Council will review College progress toward improving its diversity efforts according to the Educational Master Plan (e.g., student outcomes, curriculum, hiring, staff development) with assistance from the Diversity Advisory Council.

7. ***The institution demonstrates honesty and integrity in its athletic programs.***

Descriptive Summary

Throughout its successful history in athletics, De Anza College has consistently prized honesty and integrity in its athletic programs. Governed by the California Commission on Athletics and its own Athletic Program policies, De Anza coaches, staff, and student athletes are expected to adhere strictly to the standards published by the commission in its constitution. The College athletic program is overseen by the Dean of Physical Education and Athletics with daily operations coordinated by the Athletic Director.

Standard Two

Institutional Integrity

Self Evaluation

De Anza has had some notable academic and athletic achievements by its student athletic teams. The College has had both men's and women's teams recognized for the quality of their work in the classroom and in intercollegiate sports.

Planning Agenda

- No recommendations at this time.

8. The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements

Descriptive Summary

In all its dealings with the Accrediting Commission, De Anza College demonstrates integrity and honesty in its efforts to assess, evaluate, and improve all phases of the College in accordance with the standards and requirements of the commission. Through the broad-based committee structure of the College representative of students, faculty, staff, and administrators, the community has been invited to an honest and open self study for each of the accrediting standards.

Self Evaluation

The committee structure for the self study reflects the regular shared-governance practices of the College emphasized by the commission. Participation has been adequate in the process of considering and writing this self study.

Planning Agenda

- No recommendations at this time.

9. The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs and services.

Descriptive Summary

De Anza College regularly assesses and revises policies, practices, and publications so that it can accurately communicate its mission, programs and services. Shared-governance teams operate not merely on a problem-solving schedule but on a regular basis and are motivated by concern for the improvement of all phases of the College.

Self Evaluation

The College will use the Educational Master Plan as its guide for main directions for the next six years. It is intended as a framework for development and will include regular interpretations of all its parts as well as revision of those policies and strategies which collegial practices indicate.

Planning Agenda

- No recommendations at this time.

Standard Two

Institutional Integrity

Supporting Documentation

Doc. 2.01	Marketing/Communications Office materials
Doc. 2.02	De Anza Educational Master Plan
Doc. 2.03	De Anza College Catalog
Doc. 2.04	Fall 1999 Class Schedule
Doc. 2.05	Brochures and other publications from divisions, instructional programs, and the College
Doc. 2.06	1999-2000 De Anza College Administrative Organization
Doc. 2.07	Fall, 1998 Survey of Employees
Doc. 2.08	Foothill-De Anza Community College District Board Policy 4190, app 4/20/60, rev. 11/18/96
Doc. 2.09	Student Rights and Responsibilities Appendix 5500, Board Policies on Students Services
Doc. 2.10	Student complaint policy
Doc. 2.11	Evaluation forms
Doc. 2.12	Student surveys
Doc. 2.13	Board policies on sexual harassment, accessibility, non-discrimination, drugs and alcohol, and smoking
Doc. 2.14	Board policy on ethics and conduct
Doc. 2.15	Academic Senate Resolution on Academic Integrity adopted 6/15/98
Doc. 2.16	Fall Quarter 1999 Schedule of Classes
Doc. 2.17	Academic Senate Resolution on Good Practices, 1998
Doc. 2.18	College mission statement
Doc. 2.19	Multicultural Plan
Doc. 2.20	Staff Development Plan for Diversity
Doc. 2.21	Policies and practices connected with curriculum
Doc. 2.22	Policies and practices connected with hiring
Doc. 2.23	Policies and practices connected with governance
Doc. 2.24	Policies and practices connected with student rights
Doc. 2.25	Diversity assessment, Kendall Report

Standard Three

Institutional Effectiveness

The institution, appropriate to its mission and purposes as a higher education institution, develops and implements a broad-based and integrated system of research, evaluation, and planning to assess institutional effectiveness and uses the results for institutional improvement. The institution identifies institutional outcomes which can be validated by objective evidence.

A. *Institutional Research and Evaluation*

A.1 Institutional Research is integrated with and supportive of institutional planning and evaluation.

Descriptive Summary

De Anza College institutional research is integrated with and supportive of institutional planning and evaluation. A District Research Committee coordinates the research function of De Anza College. De Anza houses a District-funded research office that is staffed by one faculty researcher and one classified research assistant from Foothill College.

The institutional planning group of the College is called the College Council. The College Council uses internal and external sources of information as it develops and/or responds to the planning process and institutional recommendations of the College. The researcher presents the College Council and other planning committees with institutional and District research results and external data to assist the College in its planning efforts.

The primary evaluation process of the College is institutional program review which drives the Educational Master Plan of the College. Other institutional evaluation processes include the Accrediting Commission for Community and Junior Colleges (ACCJC) accreditation self study, specialized accreditation reviews by other agencies, an external audit of College finances, and annual planning reports. All of these evaluation processes use institutional research. The College researcher supports these processes by developing and conducting user surveys, interpreting results, and working with Information Systems and Services to obtain mainframe data. College units and programs use data to evaluate their programs and to identify areas needing improvement.

Self Evaluation

Institutional research supports the basic needs of institutional planning and evaluation. The College researcher has prepared detailed reports which included demographic, socio-economic and labor market trends and projections at the local, state, and national levels. The College Council and planning and budgeting teams make use of institutional research, such as student demographics and enrollment trend reports prepared by the College researcher. Enrollment data were used by the President's Cabinet and Vice Presidents/Provost Group to develop enrollment plans for 1998-99. Results from WSCH-generating divisions indicate that this process has been useful and successful. A number of division-level changes in enrollment planning have been made as a result of data (class-size history, retention information, etc.) related to enrollment trends. Research data are also used in the form of baseline data reports to assist in institutional planning. The College's Marketing/Communications Office uses research and data from the College researcher and other independent survey processes to validate the planning assumptions of the College. These external data are used to cross-reference or validate the data generated by the College researcher.

The Standard Three team used a combination of surveys, interviews and information collected during the All-College Forums to develop its self-evaluation responses in addition to reviewing College studies and related documents. Surveys were distributed to all faculty and staff at the College's Flex Day in the fall quarter of 1998 (Doc. 3.01). Additionally, surveys were distributed at the All College Open Forums on the Educational Master Plan, to the College Council, the Division Deans Council, and the Planning Group convened by the College Council to assist with the development of the Educational Master Plan. Individual interviews were also held with personnel identified as being directly involved with institutional research, planning and evaluation.

The results of a survey conducted by the team indicated a great deal of concern in the area of institutional research and evaluation and its use in planning and assessment (Doc. 3.02). The central concerns identified by individual interviews were the issue of access to data and a perceived lack of communication on the availability of data for planning purposes, program improvement, and accountability.

Planning Agenda

- De Anza College will work with the Chancellor to develop a new structure for the District Institutional Research Office to improve communications so that the process and procedures for requesting, accessing, and using data are clear and available to all interested persons. The structure will include a training plan for faculty and staff on how to request, access, and use data.

A.2 The institution provides the necessary resources for effective research and evaluation.

Descriptive Summary

The College uses District resources for its research and evaluation efforts. In 1992-93, Foothill and De Anza had separate institutional research offices. In the fall of 1993, the Interim Chancellor consolidated those offices into one District Institutional Research Office which is staffed by one faculty researcher and one classified research assistant with support from the District Information Systems and Services (ISS). The District researchers provide expertise in research design, survey methodology, and analysis and interpretation of data. Equipment, software, and programming tools also are available to support their efforts. The District researchers use a personal computer to run statistical, spreadsheet, database, and word-processing software. They also use hardware and software to create surveys which can be machine-read for fast and accurate entry of data.

ISS uses a Digital VAX cluster of computers with a Digital VMS operating system. The student, human resources and financial data systems used by the ISS group are written and to some extent maintained by Systems and Computer Technology (SCT) Corporation. Several offices in both De Anza and Foothill and at the District use the client-server software BrioQuery to access data from the SCT filing system.

Starting in the fall of 1998, the District retained the services of Collegis, a technology consulting firm, to assess the current status of technology in the District and make recommendations. Collegis has completed a preliminary report to the District Chancellor. The report has been widely distributed and is being evaluated. Both De Anza and Foothill are members of the District Research Advisory Team and are participating in the preparation and implementation of a District Research Plan.

Self Evaluation

The staff and faculty of the College are required to include data from the College researcher in their planning and budgeting efforts (Doc. 3.01). Data are frequently requested for use in grant applications. The

Standard Three

Institutional Effectiveness

District researcher and the ISS staff work together to help ensure the College has sound, understandable data. This effort is hampered by the fact that the current databases do not relate to each other. Data from the student information, human resources and financial reporting systems are not part of a relational database, making information unreliable and/or difficult to develop.

The College now uses the Internet as a valuable resource for institutional research. Users can access databases or obtain publications from a whole host of agencies such as the U.S. Census Bureau or the California Department of Finance. Many campus organizations are posting information on the Internet. The District is also developing an intranet system, which will assist in accessing critical data for research, planning and evaluation. All of the buildings on campus are wired (or are in the process of being wired) to have Internet access. All full-time faculty offices are being equipped with computers to give faculty Internet and intranet access.

The District Institutional Research Office is installing a server that will house a data warehouse for longitudinal data files and static data. The plan is to provide College and District users with the capability to access and retrieve data for developing their own strategies regarding program review, enrollment management and other reports. The longitudinal files will be annual data files for use in enrollment planning and management, program review, Partnership for Excellence, student performance data, course data, financial data for program review, referential file data and Student-Right-To-Know data from the California Community College Chancellor's Office (CCCCO) Management Information System (MIS). These files will be accessible via the Intranet/Internet to various users through the use of the BrioQuery client-server software and pre-set software templates. The static data provided on the server will be baseline data regarding students, staffing, and financial data, such as, Weekly Student Contact Hours (WSCH), Full-time Equivalent Students (FTES), Full-time Equivalent Faculty (FTEF), and productivity (WSCH/FTE). Demographic data for Santa Clara and San Mateo counties, a quarterly fact-book, and links to other data and information sources are also available. This will be in table and chart formats for users to view and print out as needed.

Initially the District Institutional Research Office will offer training classes to users of the BrioQuery client software and the files housed in the research server. After initial training, staff training within each campus will be offered as needed.

The District Information Systems and Services Department must respond to the needs of the entire District, including institutional research and evaluation. The director position is currently vacant. At this time the Research Advisory Committee (RAC) is recommending what level of staffing will meet the information and technology needs of the College and the District.

Planning Agenda

- The Vice Presidents and Provost will work with the Director of Research and ISS to integrate financial, human resources and student information systems to improve the College research function and use of data.
- The Vice Presidents and Provost will work with the Director of Research to identify needed training of users on requesting, accessing, and using data, and on the use of research related software.

A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.

Standard Three

Institutional Effectiveness

Descriptive Summary

De Anza College has developed several ways of evaluating how well and in what ways it accomplishes its mission and purposes. These evaluations occur through accreditation, planning and budgeting, program review, and matriculation research. All of these evaluation processes are linked together through the College planning and budgeting process.

The Educational Master Plan is linked to the College mission (Doc. 3.02) and vision (Doc. 3.03). Annual status reports on the plan show progress in four areas (Instruction; Student Services; Workforce, Technology and Economic Development; and Finance and College Services).

Each unit of the College conducts a program review on a regular cycle. The institutional program review process (Doc. 3.04), approved by College Council, includes procedures for both instructional and non-instructional programs.

The Educational Master Plan calls for the institution to evaluate itself through measures of student success. Efforts currently underway include a subgroup of the Matriculation Advisory Committee, the Partnership for Excellence initiatives, College-wide review of basic skills, and department and division work plans to meet student access and success goals identified in the Educational Master Plan.

The College also uses State Chancellor's Office Management Information System (MIS) data to assess its mission and purposes (Doc. 3.05). California Community Colleges submit standard data to the State Chancellor's Office to create periodic reports comparing all colleges on selected topics. Data include student demographics, enrollment data, financial information, and faculty/staff data. The College researcher reviews these reports and shares results with offices and programs within the College.

Self Evaluation

A revised program review process was implemented in 1995-96. A program review document (Doc. 3.06) was developed to review instructional programs, Student Services and College Services. The Student Services program review instrument is being revised for use in 1999-2000 to respond to the need for data to assess student outcomes that are included in the Partnership for Excellence program (Doc. 3.07). The program review process has been effective and has resulted in recommendations for additional resources or program changes (Doc. 3.08). One of the strengths of the program review process is that it promotes accountability and requires units to identify how they will strengthen their programs and/or services.

The College Council reviews both area plans and annual reports to ensure that the College mission, goals, and objectives are being accomplished. This annual review is effective in keeping the larger College community aware of the planning efforts of the College. It also keeps areas and units focused on their plans as they relate to institutional goals and serves as a means for measuring progress. The College Council uses the data related to outcomes to develop its next years' institutional goals. The areas and units are also expected to incorporate self study plans and recommendations into their plans.

Planning Agenda

- The planning and budgeting team for each area will ensure that all program review instruments assess student, program, and institutional outcomes on the basis of their relationship to the goals of the Educational Master Plan.

A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.

Standard Three

Institutional Effectiveness

Descriptive Summary

The existing program review process is used to determine the allocation of resources (FTEs, equipment, facilities, etc.). This process has been changed to allow program review to occur on a more decentralized basis. Each Vice President or Provost utilizes program review documents to recommend program changes or request resources. Based on the information contained in its program review, each area prioritizes its requests for resources.

The institutional planning and budgeting process for Instruction; Student Services; Workforce, Technology, and Economic Development; and Finance and College Services is designed to function based on information provided in program reviews. The new planning and budgeting process has just begun, and evidence is not yet available on how this structure will support program improvement.

The existing program review and the College Council review process has led to improvements in the planning and budgeting process. Annual progress reports, prepared each year as part of the planning cycle, indicate improvements made at the unit, area, and institutional levels. The College is able to measure these accomplishments against its student success goals on a regular basis.

Matriculation research and instructional research projects help to improve College programs and services. These include research data used to develop strategies to increase enrollments and improve student outcomes in programs and services across the campus, especially in the area of basic skills offerings. As an example, the Counseling Division has used evaluations of student orientation to improve that component of matriculation.

Self Evaluation

De Anza College gathers feedback directly from users to determine whether services or programs have improved. For example, each division dean meets with the President's senior staff to discuss enrollment patterns and division/program/course productivity figures. Students are surveyed in areas such as financial aid or orientation to identify the usefulness of the service delivery model or program format. The program review process requires all programs to go through an annual update. Each program is also required to go through an additional comprehensive review once every three years.

If there is evidence of concern for its service delivery to students, enrollments, effectiveness at addressing institutional goals, efficiency or future plans, programs can be selected to go through an additional focused review conducted by the Vice President or Provost.

Planning Agenda

- Planning and budgeting teams will work closely with staff and faculty in each area to ensure they understand the process and cyclical nature of planning and resource allocation. The planning and budgeting teams will assist members of each department or program in developing program reviews that provide measurable outcomes.

B. Institutional Planning

B.1 The institution defines and publishes its planning process and involves appropriate segments of the College community in the development of institutional plans.

Descriptive Summary

Since the last accreditation visit, the College put into place a new decision-making model, which was used for several years. In the last year a new iteration of the planning and budgeting process has been developed and is being implemented. (See the attached Decision-Making Model document [Doc. 3.09].) Copies of the model were distributed widely, and All-College Forums were held to solicit broad input into its development.

The planning and budgeting process calls for College Council to develop strategic institutional plans and specifies the membership of the Council. Council members include the eight co-chairs of the planning and budgeting teams, the Diversity Coordinator, and representatives of the Academic Senate, Classified Senate, De Anza Associated Student Body, and Minority Staff Association. In addition, there is a faculty co-chair appointed by the Academic Senate. Meeting agendas are distributed and posted throughout the campus. Each meeting provides time for public comment. When institutional plans are being developed, the College Council invites College-wide involvement at All-College Open Forums and/or Town Hall Meetings.

Self Evaluation

The revised planning process has been in place since 1995. It appears to be working well in terms of being inclusive and addressing long-term effectiveness of the planning process. College Council understands its role and function as the institutional planning body of the College and attempts to follow the intent of its charge as it addresses institutional planning. College Council continuously evaluates itself and makes shifts in its charge, goals and membership as warranted.

College Council includes representation from all constituent groups on campus. All meetings are publicized and open to the College community. Open forums that address planning agendas and assumptions (Doc. 3.10) are held to receive comments on preliminary and tentative drafts of institutional plans. Attendance at these forums depends on the broad implications of the planning agenda. There is a greater number of faculty members in attendance when the agenda involves instructional programs. Evidenced by the accreditation survey, members of the College community report that they are aware of their option to attend the open forums and speak on any issue related to College operation. The College Council distributes data related to the planning or goal-setting efforts of the College to all members of the College community. This is generally preceded by an all-College, voice-mail message; and it is also placed on the Learning Center fileserver for computer access at any time.

The College Council and the planning and budgeting teams have prepared planning guidelines which are distributed to all areas that submit program reviews. The guidelines call for the involvement of all faculty and staff in the development of program reviews, unit plans, and budgets. When a program or service requests additional resources, that request must be included within its program review; and the request must also reflect the collective input of people within the area where the request has been generated.

Planning Agenda

- The four planning and budgeting teams will help the College strengthen planning and budgeting processes and will encourage diverse faculty, staff, and student involvement through its planning and budgeting teams.

B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.

Descriptive Summary

The planning and budget process includes a master decision-making process that includes procedures that show the relationship of planning with program review and the Accreditation Self Study. The decision-making structure of the College specifies the relationship between planning and evaluation (Doc. 3.11).

Standard Three

Institutional Effectiveness

Program review produces a summary report, which includes recommendations for improving the unit or program reviewed and for resource allocation. Each unit or area incorporates these recommendations into future plans and budgets.

Program review outcomes, institutional research reports, external data, mandates from outside agencies, the Accreditation Self Study, and accreditation team recommendations are among the items reviewed by the planning group of each area as it prepared to participate in the development of the Educational Master Plan. Each step of the planning process allows opportunity for broad input and acceptance among units, areas and constituencies on campus. Once the College Council drafts the Educational Master Plan (a six-year plan that is updated annually), open forums are held to gather input and comments from the entire College community. Each step of the process calls for participation and evaluation of the work that has been completed.

College planning and program review policies are reviewed annually by a group composed of chairs of decision-making teams; and changes by the College Council are made when appropriate. If evaluations suggest that major policy revisions are necessary, then policies may be changed and approved through mutual agreement by the members of College Council.

Self Evaluation

Information collected in the fall of 1998 surveys conducted on this standard raised concerns about how well information, submitted as a part of program review, is used to recommend program changes or improvements. Individual follow-up interviews suggested that there were too many unit plans to review and that the program review process is primarily a resource allocation process. College faculty and staff who were interviewed recognized that it is important to have program review linked to planning and budgeting, but expressed concern regarding the annual program review cycle and the ability of the Program Review Committee to adequately respond to information in program review documents. The College Council expressed concern that not all faculty and staff know how the planning and budgeting process works. College Council recognizes the need for continued communication with the campus community. Ongoing training and experience using the new planning and budgeting process will be factors that may improve campus-wide knowledge about the process.

The work of the College planning and budgeting teams is designed to integrate program review, area planning, budgeting, and evaluation processes. The Educational Master Plan further outlines how the evaluation and planning processes are related to the College vision, mission, accreditation process, budgeting and institutional planning. Program review and planning have been on a one-year cycle. The revised program review process will be on a three-year cycle, which will relate to the six-year cycle of accreditation. Once the College completes a full cycle (six years), it will have an opportunity to see how effective this model is for aligning planning and program review with the accreditation cycle.

In addition to recommendations for improvement coming from departments, the planning and budgeting teams are expected to make recommendations back to the departments for program improvement purposes.

Planning Agenda

- The Vice Presidents and Provost will oversee the development of written materials that show a clear link between program review, resource allocation and program improvement.

- The Vice Presidents and Provost will develop informational sessions to orient members of planning and budgeting teams in order to reinforce the relationship of program review to planning.

B.3 ***The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve program and services.***

Descriptive Summary

De Anza College engages in systematic and integrated educational, financial, physical, and human resource planning and implements changes to improve its programs and services. In 1995 as a result of annual strategic planning processes, a College-wide Decision-Making Model was revised and implemented. At De Anza, strategic goals drive the resource allocation process. The College Council affirmed the need for a comprehensive Educational Master Plan to serve as the focal point for its many other plans. The Educational Master Plan was Board-approved in April, and the Facilities Master Plan was completed in June, 1999.

The College Council is charged with overseeing the development and integration of its Educational Master Plan to ensure that educational, physical, human resources, and departmental program plans are congruent with it.

Changes have been implemented to improve programs and services. Many of these changes resulted from the 1992-93 Accreditation Self Study and visiting team recommendations. Program review recommendations and summaries describe the follow-up needed to improve the program or service area under review. Units and areas prepare annual status reports that include the progress made each year in accomplishing the objectives of the unit and area and their relationship to the planning objectives of the College.

Several programs undergo program accreditation or review by outside or external agencies that certify or recommend actions to the grant or funding agencies. Among these are programs of child development, nursing, Extended Opportunity Programs and Services (EOPS), Disabled Students Programs and Services (DSPS), matriculation, paralegal and physical therapy assistant. Recommendations resulting from these outside or external agency reviews are incorporated into unit level plans.

Self Evaluation

The College planning process is designed to provide for integrated educational, financial, physical, and human resource planning. The College recognizes the importance of planning for determining the distribution of resources (staff, faculty, facilities, equipment, and dollars). Annual College goals are used to develop further specialized plans (e.g., multicultural, technology and facilities).

Each unit has the opportunity to include its facilities, equipment, and human resources needs in its program review document or unit plan. Each unit is expected to involve faculty and staff representatives in identifying the needs and developing the plans for their unit.

Planning and budgeting teams are responsible for reviewing different plans (e.g., matriculation, multicultural, technology, Accreditation Self Study, program review reports, EOPS, DSPS, facilities, etc.). The recommendations that are developed by each planning and budgeting team are reviewed at the College Council level to determine their relationship to and consistency with the goals of the Educational Master Plan.

The faculty and staff survey and interview process asked employees to rate how well educational, financial, facilities, equipment and human resource planning supports institutional planning efforts. All units responded that educational and financial planning do not support institutional goals and are not well integrated with other institutional planning efforts. Individual interviews indicated that there in fact was a relationship but that there was poor communication to the campus community about planning and budgeting. The planning and budgeting processes are undergoing modification with an accompanying communications plan.

Planning Agenda

- College Council will improve its process for communicating planning goals and objectives to faculty, staff, and students for the purpose of getting broad feedback on the impact of proposed program changes and resource implications.
- College Council will provide written communications to governance constituencies about its policies and procedures related to program improvements, the prioritization of staff, and resource allocations.

C. Institutional Outcomes Assessment

C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.

Descriptive Summary

The De Anza Educational Master Plan, program reviews, planning and budgeting plans, Matriculation Plan, Student Equity Plan, Multicultural Plan, Technology Plan, Facilities Master Plan, District Educational Master Plan, and District Diversity Plan specify intended institutional outcomes. Achievement of outcomes is documented in planning progress reports made to the Foothill-De Anza Board of Trustees and to the State Chancellor's Office on matriculation, financial aid, EOPS, Vocational and Applied Technology Education Act (VATEA) and MIS. A number of annual/standard reports are generated by the District Institutional Research Office. One such report shows student retention, success, and non-success by academic division, ethnicity, and instructor (Doc. 3.12).

In addition, external agencies also document De Anza College achievements and/or proposed outcomes as a condition of receiving funds. A recent example is the California Community College Chancellor's Office, which monitors College/system progress toward Partnership for Excellence goals.

Self Evaluation

The College Council has identified the need to clarify College decision making, planning and budget processes. It has asked that they have a more specific relationship to measurable goals and outcomes.

As part of developing the Educational Master Plan, the College revisited its definition of student success to ensure that it is consistent with that identified in the statewide Partnership for Excellence. The planning and budgeting teams for each area identified Educational Master Plan-related outcomes measures to use as benchmarks in requesting resources. Program reviews from each area of the College will include information on projected outcomes, documentation of achievement, and relationship to Educational Master Plan goals.

Planning Agenda

- College Council will regularly report to the College community institutional outcomes that relate to the goals of the Educational Master Plan.

C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.

Standard Three

Institutional Effectiveness

Descriptive Summary

De Anza College reports information from its evaluation and planning activities on matters of quality assurance to its internal and external publics in a variety of ways. State-of-the-College reports are presented annually to the Foothill-De Anza District Board of Trustees. Much of the information presented to the Board is developed as a part of the program review and planning and budgeting processes of the College. When media contact the College on matters of community or public interest, the Director of Marketing, Communications and Development oversees the release of information. The Marketing/Communication Office also prepares a number of brochures and documents for publication and public distribution. As part of each regular Board meeting, the College President also makes announcements on items of interest to the public. In compliance with Student-Right-to-Know regulations, the De Anza Campus Safety and Security Office prepares annual campus crime reports. The District Institutional Research Office prepares information on new students in College programs for public distribution. De Anza also maintains a Web site on the Internet with detailed information on the College and its programs and services.

Self Evaluation

De Anza regularly publicizes information from its evaluation and planning activities internally and externally. A large portion of the information is posted on the Web. The Marketing/Communications Office routinely gets coverage in local newspapers concerning activities and successes of the College and publishes a newsletter, *LocalTalk* (Doc 3.13), for distribution to the College community.

Federal regulations require the College to gather and publish Student-Right-to-Know information regarding campus safety and program completion rates. Campus crime reports are prepared by the Director of Campus Safety and Security, with the assistance of the Director of Health Services.

The College also schedules meetings with local high school superintendents and principals to inform them of the planning efforts of the College. Similar information is shared with high schools and local businesses by members of the outreach, instruction, workforce and student services offices as well as the Director of Marketing, Communications and Development and the President.

Planning Agenda

- The Dean of Student Development will plan and oversee annual meetings with the appropriate administrators, counselors and faculty of feeder high schools to review the planning objectives of the College, with a special focus on student outcomes.
- The Director of Marketing, Communications and Development will develop a document to be used by College outreach officers and will outline the planning objectives of the College.

C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans, and planning processes to determine their ongoing utility for assessing institutional effectiveness.

Descriptive Summary

Institutional research is analyzed on a periodic basis by College Council. College planning and budgeting teams have the responsibility of evaluating the research needs and efforts of each area. The College Council reviews planning and budgeting documents to ensure the accuracy of data and their relationship to planning goals identified in the Educational Master Plan. The Vice President of Student Services and the Vice President of Instruction serve on the District Research Advisory Committee (RAC). As members of RAC, they work with District research staff to identify data needed to improve or enhance the planning processes of the College. Matriculation research reports are also evaluated by the Dean of Counseling and Matriculation to determine needed changes in the Matriculation Program.

The existing institutional program review process was implemented in 1995. A revised program review process is being developed to improve coordination between program review, planning and budgeting. The College Council reviews institutional plans and the planning process each year. Area and unit members are given an opportunity to offer suggestions for improving the planning process as a part of open forums.

Self Evaluation

In 1995-96, the Chancellor of the Foothill-De Anza Community College District called for a District-wide review of its District Institutional Research Office. A survey of users was conducted which indicated that there was a need to review the level of funding and staffing of the District Institutional Research Office. Although rating the office as satisfactory, the perception of those interviewed was that research staff members are unable to respond to all of the requests for data. The research staff also expressed that the colleges need to prioritize requests to ensure that the most critical requests for data are being addressed.

Data routinely submitted to the State Chancellor's Office in the form of management information reports have been accurate with very few corrective actions needed.

The College is in the process of revising its institutional program review process. The College has successfully collected program review information on instructional programs, but has not had the same level of success with student services, College services or workforce programs. An initial form for program reviews was intended for use by all programs (Instruction, Student Services, Workforce, and College Services). A new form is being developed for Student Services and is being discussed for possible use by other non-instructional programs and services. The program review process will limit the number of programs reviewed annually to one-third.

Planning Agenda

- The College Council will monitor program review results from each organizational area to ensure that program reviews provide sufficient information for planning and resource allocation.

Supporting Documentation

Doc. 3.01	Baseline Data Report
Doc. 3.02	Educational Master Plan
Doc. 3.03	Institutional Vision Statement
Doc. 3.04	Institutional Program Review Document
Doc. 3.05	MIS Data Report
Doc. 3.06	1995-96 Program Review Document
Doc. 3.07	Partnership for Excellence Document
Doc. 3.08	Program Analysis or Procedures for Program Review
Doc. 3.09	Decision-Making Model – Planning and Budget Procedures
Doc. 3.10	Agendas – Open Forums – Planning
Doc. 3.12	Decision-Making Structure
Doc. 3.13	LocalTalk
Doc. 3.14	Matriculation Plan
Doc. 3.15	Student Equity Plan

Standard Four

Educational Programs

The institution offers collegiate-level programs in recognized fields of study that culminate in student competencies leading to degrees and certificates. The provisions of this standard are broadly applicable to all educational activities offered in the name of the institution, regardless of where or how they are presented or who teaches them.

A. General Provisions

*A.1 **The institution seeks to meet the varied educational needs of its students through programs consistent with its mission and purposes and the demographics and economics of its community.***

Descriptive Summary

De Anza's curricular options, as guided by its mission statement (Doc. 4.01), include transfer and general education, vocational education, workforce training, community education, and student and career development offerings.

De Anza College offers lower-division courses in general education and majors requirements for transfer in conjunction with CSU and UC requirements. Those students completing 90 units with a "C" or better in prescribed courses may earn either an Associate in Arts or an Associate in Science degree. De Anza offers degrees in six general areas: the humanities and fine arts, natural science and mathematics, social and behavioral sciences, as well as general studies, transfer classes in a specific major, and general education/breadth courses.

Career education and Welfare-to-Work development courses important to the local economy are offered through the vocational programs. The College offers two Associate in Science degrees in two vocational areas and 116 certificate programs for those students wanting vocational programs that require less than two years of full-time study, including Certificates of Completion (11 units maximum), Certificates of Achievement (12 to 35 units.) and Certificates of Proficiency (36 to 45 units) (Doc. 4.02).

The Career Development/Employment Program Services offers classes in vocational evaluation, career assessment, and job-seeking skills for students with disabilities who are referred by the Department of Rehabilitation. Additionally, counseling and guidance courses give students options to explore their interests and abilities in educational programs best suited to their individual needs. Equal opportunities are given to disadvantaged and disabled students. Developmental courses are available for students who need basic skills preparation for College-level classroom instruction.

Recognizing the value of its relationship and responsibility to the community, De Anza encourages lifelong education by providing an average of 40 to 45 noncredit classes for older adults and 150 community education classes each quarter, comprising a community education program that satisfies a broad range of student and community needs outside the credit curricula (Doc. 4.03). Community education, fee-based courses feature cultural, vocational, and personal development opportunities, as well as short courses, seminars, and enrichment opportunities to residents of the Santa Clara Valley community. In addition, De Anza provides a variety of youth programs, including 1) an Extended-Year Summer Enrichment Program with more than 80 classes for more than 1,600 students; 2) the De Anza College Sports Camp, offered in the summer for about 375 students; and 3) the De Anza College Space Science Camp in the De Anza Planetarium. Another 35,000 students visit the Minolta Planetarium on the De Anza campus each year to attend public shows, family astronomy evenings, Friday lecture series, and laser shows.

Standard Four

Educational Programs

De Anza College recognizes the importance of meeting the changing needs of the community, as evidenced by the broad spectrum of programs just described. De Anza student enrollments (participation rate) have kept pace with Santa Clara County population growth. Additionally, De Anza has increased its draw rate (at 18 percent) of Santa Clara County high school June graduates. A full description of De Anza's comprehensive quality programs can be found in the 1999 Educational Master Plan (Doc. 4.04).

Self Evaluation

Questionnaires for both staff and students were designed for this standard to get a sense of the campus satisfaction with De Anza comprehensive programs.

Students polled in 10 random classes in February of 1999 indicated a high degree of satisfaction with the College's range of options. Out of 593 students polled, 73 percent said their immediate goal was for transfer, 16 percent for career advancement, 6 percent for certificate programs, 4 percent for personal enrichment, and 1 percent to develop language skills. When surveyed as to whether the range of options met their goals, 41 percent agreed there were sufficient vocational certificate options (which is a high level of agreement considering only 6 percent had claimed that as their goal), 57 percent claimed there were adequate associate degree options, and 79 percent agreed that there were adequate transfer options (Doc. 4.05).

Faculty, administrators, and classified staff who responded to a similar survey indicated an even higher degree of satisfaction with the College range of options: 83 percent agreed that there was a full range of vocational certificate options, and 96 percent agreed that was also the case for associate degree options. Approximately 95 percent agreed there were adequate transfer options, and 75 percent agreed there were ample personal improvement options (Doc. 4.06). When queried as to whether the College demonstrated a commitment to meeting the needs of different populations, the majority of the respondents agreed that such commitment was made to part-time students; evening students; older, returning students; under-represented populations; students with disabilities; and Welfare-to-Work participants. The only group the respondents did not feel received an adequate commitment were basic skills students (Doc. 4.06). This perception mirrors concern for more developmental education raised in the Educational Master Plan, Section 2 (Doc. 4.04).

Eligibility scores from 1995-99 illuminate how serious the need for basic skills is at De Anza. Over a five-year period, only 21 percent of students tested on the campus placement test proved eligible for English 1A, the College degree-applicable, transferable English course. As documented in the report on placement scores for winter quarter of 1999, 61 percent read below College level while up to 80 percent write below College level. In addition, 54 percent of tested students are not eligible for Intermediate Algebra [Math 105], and 23 percent test below College entry-level mathematics, Beginning Algebra [Math 101] (Doc. 4.07).

Campus instructional support, such as Tutorial Center services, is also viewed by many faculty, staff, and administrators as being insufficient (Doc. 4.08). In a similar survey of students, only 35 percent of the 700 students polled felt that there were adequate tutorial services to meet their needs, but even more revealing is the fact that 47 percent did not know about the adequacy of the service (Doc. 4.09).

For students attending classes at off-campus sites, there are no such services. Off-campus students must travel to the main campus to access the Library/Learning Center, Tutorial Center, counseling services, Bookstore, and other resources. Computer technology and/or other media used at the main campus are generally not available.

Planning Agenda

- The Instructional Planning and Budgeting Team will recommend program mix targets as a means of operationalizing the Educational Master Plan goal No. 2: "Provide effective pathways to learning for every student."

A.2 ***Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced within a reasonable time.***

Descriptive Summary

All associate degree and certificate courses identified in the College catalog are potentially offered at the College; however, not all classes are scheduled quarterly or yearly. Students must arrange their academic programs around the scheduled offerings each quarter (Doc. 4.09).

Self Evaluation

De Anza courses are offered throughout the day and into the evening with a significant number of afternoon, "twilight," and weekend courses to expand its community access and make better use of existing instructional space. Each division schedules courses outside the general education core requirement on a planned, rotating basis in a two-year cycle, while GE courses are staggered and offered at a variety of different times each quarter.

Regardless of the frequency of De Anza course offerings, what students and faculty perceive to be a "timely manner" is quite different. According to the surveys conducted for Standard Four, 40 percent of students anticipate that they will complete their goals at De Anza in 1 to 2 years; however, only 7 percent of faculty/staff/administrators believe that students will complete their goals in that time frame. Some 33 percent of the students estimate they will require 2 to 3 years, while 65 percent of faculty/staff/administrators expect students will need 2 to 3 years. Only 9 percent of the students claim it will take them 3 or more years to complete their goals, but 28 percent of faculty/staff/administrators expect students will take 3 years or more to complete their goals (Doc. 4.05, 4.06). This disparity in the perceptions of time required for students to complete their goals needs to be evaluated in terms of students' actual preparedness and the rigor of the courses they pursue.

Specifically appraising the timeliness of De Anza course offerings, 58 percent of student responses indicated that course offerings were offered frequently enough, 50 percent stated they were offered in adequate number, and 52 percent indicated they were at times convenient for them (Doc. 4.05). These figures were fairly well mirrored by the all-staff questionnaire in which 54 percent of staff responses indicated that course offerings were offered frequently enough, and 49 percent indicated they were offered at times convenient for students. The biggest difference between student and staff responses was found in staff responses in which 36 percent stated that classes were offered in adequate number (Doc. 4.06).

The largest group of students, 41 percent, indicated that the most convenient times to attend class were 9 a.m. to noon with 18 percent indicating the second most convenient time was 5 p.m. to 10 p.m. Approximately 17 percent indicated noon to 5 p.m. as convenient with only 9 percent listing weekend classes as convenient (Doc. 4.05).

While faculty and students are concerned with the issue of access, faculty, staff, and administrators are also concerned with the issue of students' preparedness to accomplish their goals in a timely manner. This is particularly true for those students who need basic skills training and instructional support to be able to persist and succeed in College-level work.

Planning Agenda

- Partnership for Excellence initiatives will assist in the early identification of students who need to strengthen their basic skills foundation and will help provide sufficient classes to improve their communication and computation skills.
- Partnership for Excellence initiatives will develop multiple instructional and student services to increase student retention, persistence, and achievement.

A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with minimum disruption.

Descriptive Summary

In the event that one of the College programs needs to undergo a change affecting student enrollments, every attempt is made to announce changes or closures in advance so that student plans will not be disrupted and so that enrolled students will be allowed to finish the program according to the catalog description existing at the time of their initial enrollment. In some cases, students are offered alternatives such as course waivers and substitutions.

According to the Vice President of Instruction, if a class does not meet a minimum enrollment standard of 20 students, the course may be canceled unless it meets the following criteria:

a. It is a required or advanced course in an approved certificate or degree program which is not offered every quarter;
b. Class size is limited by the number of workstations;
c. The course is being offered for the first time; and/or
d. The course is part of a grouping which overall is meeting enrollment goals as evidenced by growing productivity.

Self Evaluation

Since the last Accreditation Self Study, the following class/program changes have taken place:

1. Following advice from the business and industrial liaisons affiliated with the College, the Computer Science Program has been revised to better serve students and industry. For instance, there has been a trend towards providing certification in certain software and operating systems that have replaced previously predominant standards.
2. The Nursing Program was revised in order to comply with state requirements.
3. Journalism, although not eliminated as a program, did not offer classes for a number of years; however, individual classes have been reinstated.
4. Biotechnology classes have been consolidated with Foothill College programs since the fall of 1998. Student plans were not disrupted in the above-mentioned program revisions.

If the elimination of an entire program is deemed necessary, such a decision would not be reached without a plan of action which would include a warning to the program as well as time to improve the situation leading to elimination. Currently, the specific steps leading to program elimination are not clear.

Standard Four

Educational Programs

Planning Agenda

- The Instructional Planning and Budgeting Team will recommend a consistent process for program discontinuance as part of its program review guidelines.

A.4 ***The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate the achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.***

Descriptive Summary

Standard Six (Information and Learning Resources), Standard Seven (Faculty and Staff), Standard Eight (Physical Resources), and Standard Nine (Financial Resources) address these issues and also describe the efforts of College shared governance to recommend sufficient faculty, staff, instructional materials, and classrooms to deliver top-quality instruction consistent with the College mission within the parameters of program-based funding provided by the state.

Self Evaluation

De Anza College attempts to shape its annual budget to maximize efficiency and to economize in all areas where nonessential expenditures can be eliminated. Standard Nine, A2, reports, "With regard to the assessment of expenditure requirements, it is a continual struggle to keep expectations low since as a community college system we are so under-funded. The unmet need is great for additional faculty, classified staff, supplies, operating expenses (B budgets), etc." Faculty, classified staff, and administrators posed with questions about De Anza's ability to provide adequate facilities, equipment, and funding to support its educational programs agreed for the most part that none of these resources was adequate to meet the increasingly diverse and complex needs of De Anza students. (Doc. 4.07).

The following are continuing budget problems that affect the support of De Anza educational programs.

Human Resources. According to the aforementioned fall of 1998 accreditation survey, the majority of administrators felt that "De Anza College provides sufficient faculty to support its educational programs." Only a minority of faculty and classified staff agreed while 47 percent said they "don't know." To a similar question about the adequacy of the number of staff (classified personnel), the majority of administrators felt there were sufficient staff, but 54 percent of the faculty disagreed, 33 percent of classified staff disagreed, and another 29 percent of classified staff claimed they "don't know." (Doc. 4.07).

The De Anza full-time faculty ratio to part-time faculty is lower than the state standard of 75 percent full time to 25 percent part time. According to data gathered by Standard Seven (Faculty and Staff), the 1998 instructional effort (adjusted for overload hours taught by full-time staff) is met with 54.38 percent full-time, 38.22 percent part-time, .73 percent classified, and 6.68 percent overload. These numbers indicate a 3.6 percent decline in full-time faculty from 1993 to 1998 (Doc. 4.10). The problems that poses for supporting educational programs are many, including not having a consistent faculty to maintain curricular standards and a consistent pedagogical effort with adequate time for faculty to work together in planning innovations in curricula and delivery.

In terms of De Anza classified staff, Standard Seven cites the 1996 Chancellor's "Report on Staffing and Salaries" which reports that De Anza employs 226 nonadministrative classified staff and 1,101 casual employees, the largest number among state community colleges (Doc. 4.11). Although De Anza thoroughly recognizes the contributions of its permanent classified staff as a vital component of instructional and support services, the same recognition has not been given to part-time casual employees who have not received a pay increase from the District since 1990. In some units these casual employees are the backbone of the program and serve as instructional assistants, especially in College Readiness developmental education classes and in some vocational programs.

Although some permanent classified positions were recently hired for technology, there is still a deficiency of well-trained technical personnel who can attend to the growing demands for technical support in all instructional areas, instructional use of computing, and distance learning. While distance learning is a logical mode for growth, De Anza cannot currently accommodate student and faculty requests for the expansion of offerings in this modality because of the lack of technical staff and other resources.

Financial Resources. The Vice President of Finance and College Services prepared a chart (Doc. 4.13) showing the decline in the operating budget per FTES over the past six years. All constituencies contributed to increased productivity during 1998-99 whereby the College earned a $500,000, one-time augmentation which will relieve some pressure on highly strained budgets.

Physical Plant. Although the state formula for classroom-and-office-space needs suggests that De Anza has adequate space, years of experience have shown a lack of success in drawing students to classes from 3:30 to 5:00 p.m., hence the appearance of unused facilities. According to the fall of 1998 accreditation questionnaire, all sectors disagreed with the statement that De Anza has adequate facilities to support its educational programs (Doc. 4. 07). Standard Eight clearly outlines De Anza space limitations and its plan to maximize the use of available resources. Although De Anza has been creative in using off-campus locations for overflow from the campus, those sites do not provide a full range of services such as Bookstore, counseling, tutoring, etc. Another space issue is the lack of enough office space for faculty offices — both part-time and full-time — fostering numerous staff complaints because faculty cannot have a private space in which to meet with students.

Instructional Equipment. Instructional equipment resources are also insufficient according to the majority of De Anza staff (Doc. 4. 07), especially in the case of computers which need to be replaced. Although faculty offices are being equipped with new computers in a phased-in Technology Plan, many of the instructional and classified staff workstations have hardware and software that need replacing. A replacement program for all technology is in development.

Encouraging New Technology And Teaching Methods. The District hired a consulting company, Collegis, to conduct a study of all computing needs — administrative, instructional, and student service-related — within the District. Collegis concluded that there is a vast array of needs that are not being addressed due to the lack of resources in the District. In the area of instructional computing in particular, Collegis indicates that there is a need to add a significant number of technicians and instructional technology professionals to support all areas of instruction, and to renovate the equipment inventory (Doc. 4.14).

Standard Four

Educational Programs

Planning Agenda

- College Council and the four planning and budgeting teams will recommend resource allocation which will best operationalize the Educational Master Plan goals to provide effective pathways to excellence.

A.5 ***The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.***

Descriptive Summary

Counseling is provided by the College counseling faculty, by paraprofessional academic advisors available through the Counseling Division, through the Transfer Center, the Career Planning and Placement Center, and through such categorical programs as Disabled Students Services, Extended Opportunity Programs and Services, Career Development/ Employment Program, the Educational Diagnostic Center, and HOPE (Doc. 4.15).

Counselors and academic advisors assist students in academic advising, educational counseling, career counseling, and personal counseling. Counseling faculty also provide academic information to new and continuing students in a variety of classes (Doc. 4.15). Counseling staff provide individual appointments and drop-in hours, and some faculty members provide advising during their office hours.

Coordinators of the 33 vocational programs provide information to vocational students and/or those students who are retraining or upgrading their professional skills in specific vocations and work with their students to ensure that they have all the recommended courses and requirements needed for the variety of vocational certificate and degree options (Doc. 4.02).

Self Evaluation

Students were surveyed about several issues regarding advising and counseling. Approximately 50 percent related that College personnel other than instructors provided them with adequate assistance to help them succeed (item 30). Approximately 45 percent related that academic advising had been helpful in allowing them to achieve their academic goals, but 35 percent did not know (item 32). A similar trend was evident in item 33, which asked if counseling services were adequate to meet their needs. While 54 percent agreed, 25 percent did not know.

Responses from faculty, administrators and staff to similar questions regarding the adequacy of assistance to students with information and advice on course selections, majors, and degrees indicated this same perception of inadequate services or little knowledge of those services. Only 24 percent of the respondents felt that advising was readily available to students (with 56 percent disagreeing); 36 percent felt that various forms of advising help students set realistic goals (with 22 percent disagreeing and another 37 percent not knowing); 48 percent felt various forms of advising help students learn about transfer requirements (with 18 percent disagreeing and 31 percent not knowing) (Doc. 4.06).

It is evident from these responses that not enough students (and faculty and staff) know about the counseling/advising services available to them (Doc. 4.09).

Standard Four

Educational Programs

Instructional advising has great potential to complement existing services but has been highly informal to date. The addition of office hours for part-time faculty makes it even more desirable to have a formal instructional advising program.

Planning Agenda

- Partnership for Excellence initiatives will increase the number and effectiveness of counselors, academic advisors, and instructional faculty in providing students with improved educational planning and follow-up. Partnership for Excellence initiatives will include more formalized instructional advising training.

B. Degree and Certificate Programs

B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Descriptive Summary

Degrees and certificate programs at De Anza conform to California Education Code requirements and support the mission of the institution. Degree programs in transfer and general education as well as vocational and career certificate programs are designed by departmental staff. In the case of the latter, staff members receive input from community industry advisors appropriate to each field of study.

Each division initiating potential transfer curricula and the Articulation Officer at De Anza make an effort to ensure that course offerings correspond with coursework at other institutions. De Anza participates in a regional GE reciprocity agreement with six other community colleges and has articulation agreements with 17 CSU campuses, nine UC campuses, and 25 private and/or out-of-state four-year institutions. Not all areas of education are covered in each articulation agreement (according to an interview with the Articulation Officer in January of 1999). Faculty representing specific programs accomplish the articulation of courses and programs with high schools.

New courses are proposed through a structured, documented process outlined in a step-by-step guide developed by the Curriculum Committee in accordance with the criteria in the Curriculum Standards Handbook from the State Chancellor's Office (Doc. 4.16). The procedure for initiating new or revised course outlines of record requires consultation with and sign off by the appropriate department chairs and division deans and the preparation of a curriculum cover sheet. An additional form to be submitted is the one called the "Establishment of Advisories, Co-requisites, Prerequisites and Limitations on Enrollment." This form states the entrance prerequisites and advisories and outcome exit skills in terms of the language and mathematics competencies expected upon the students' admission to courses. Both of these forms are reviewed and formally voted upon by the Curriculum Committee for "appropriateness, need, quality, feasibility, and compliance." Courses that require research papers or other projects that necessitate the use of information and learning resources are duly noted so that the College can ensure that adequate computer lab and Library resources are available to accomplish those writing projects. The GE Committee also reviews GE courses for conformance to GE criteria. The Board of Trustees grants final approval unless the State Chancellor's Office approval is also needed (as is the case for noncredit courses) (Doc. 4.16).

Standard Four

Educational Programs

Self Evaluation

To date, De Anza has had four groups that scrutinize degree and certificate programs: the Program Review Team, the Personnel and Enrollment Team, the Curriculum Committee, and the General Education Committee. Whereas the Curriculum Committee and the General Education Committee review and approve individual courses, Program Review and the Personnel and Enrollment Team review full programs, enrollment and success data, an explanation of program accomplishments, and what resources (staff and equipment) the program will need. Members of both the Program Review Team and the Personnel and Enrollment Team use these reports as the basis for the prioritization of recommendations for resource allocation. Under a new shared governance model, effective in the spring of 1999, the Instructional Planning and Budgeting team will perform the functions which were previously the charge of Program Review and Personnel and Enrollment.

Planning Agenda

No recommendations at this time.

B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degrees objectives, and student mastery of knowledge and skills, including career preparation and competencies where appropriate.

Descriptive Summary

Through its development and approval processes (above), the institution identifies and monitors the content, objectives, and student mastery of knowledge and skills. Furthermore, De Anza closely monitors the transfer data from California four-year, post-secondary institutions to track the progress of students who have completed a transfer course of study. Transfer rates of De Anza students have been higher than the state average of all community colleges for the years 1997-98, increasing 63.5 percent from 1987 to 1997 (Doc. 4.04).

Career preparation in the certificate programs is monitored by advisory committees and by state employment reports. Vocational programs monitor and document student competencies on professional licensing examinations and certifications put forth by the U.S. Department of Education. These reports, referred to as EDD/UI Wage Data, identify individuals who have taken classes at a community college and who are now employed. The wage data, which is compared to social security numbers of all community college students who take a class with a vocational TOP code, comes from unemployment insurance data supplied by the State Chancellor's Office. These data are used by vocational education coordinators to evaluate programs.

Self Evaluation

A majority of De Anza students report that the College catalog, schedule of classes, and departmental publications help them to accurately determine the courses necessary to earn a degree or certificate (Doc. 4.05).

Both the GE Review Committee and the Curriculum Committee frequently urge faculty to update their course outlines for responsiveness to student and community needs and for adherence to Title V Standards, and they request that course outlines of record be reviewed and updated every three years. The course outlines of vocational programs tend to be kept very current, possibly because of the frequent contact with advisory boards. Additionally, vocational brochures are published and outline all degree requirements (Doc. 4.16).

Planning Agenda

- No recommendations at this time.

B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of these learning outcomes.

Descriptive Summary

Official course outlines of record identify the course content and expected learning outcomes of every approved course offered at the College. In addition, each instructor is required to provide students with a syllabus that states course content, expected learning outcomes, and methods of assessment. The instructor evaluation of student learning includes research papers, essays, written examinations, oral reports, problem solving, and/or presentations demonstrating course mastery. College vocational programs infuse Secretary's Commission on Achieving Necessary Skills (SCANS) competencies into all their curricula (Doc. 4.18).

Students in developmental sequences in English composition and ESL are required to exhibit mastery of the subject on final writing exams holistically scored by departmental members (Doc. 4.18). Comprehensive reports of all students in the College Readiness Program are produced each quarter and distributed to ESL, READ, and EWRT department chairs as well as to the Directors of Assessment, Admissions and Records, and EOPS (Doc. 4.20).

Self Evaluation

To a great extent students are satisfied with the quality of instruction at De Anza College (81 percent on item 29), feel that their course outlines clearly define what is expected of them (86 percent on item 17), and that faculty explain course objectives, goals, and grading policies (87 percent on item 19). However, item 27 reveals that only 46 percent of the students feel that faculty appraise them early in the term about their progress in the course with 35 percent disagreeing and 19 percent reporting they do not know. Providing early feedback is an area that needs to be addressed (Doc. 4.09).

Planning Agenda

- The Academic Senate, the Curriculum Committee and instructional administrators will work collaboratively to develop a green-sheet template which is used as a meaningful element in faculty evaluation.

B.4 All degree programs provide students a significant introduction to broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

Descriptive Summary

All degree programs offered at De Anza require students to complete a general education core of courses which includes broad introductory courses in social sciences, humanities, and natural science, courses which encompass both theory and methods of inquiry. Those students who declare a major are required to concentrate in at least one area of focused study or interdisciplinary core, such as science or humanities. They must follow the requirements of the respective majors outlined in the catalog and elsewhere. Students who complete a degree program will also have shown competency (by successful completion of coursework) in writing and mathematics.

Standard Four

Educational Programs

Self Evaluation

Students are generally positive about the breadth of degree program and/or GE classes with 72 percent agreeing that they "believe that taking required GE (or degree core) courses has contributed to improving their overall skills, knowledge or abilities," 11 percent stating the negative, and 17 percent who report not knowing (Doc. 4.09).

Planning Agenda

- No recommendations at this time.

B.5 Students completing degree programs demonstrate competence in the use of language and computation.

Descriptive Summary

Language and computational skills are a required aspect of degree programs at De Anza. The primary measures to evaluate students' overall competencies are course final exams and the instructor grading system. These standards are put forth in the course outline of record which must state behavioral objectives and methods of evaluating those behaviors. Basic skills language competencies are measured by departmentally designed final writing competency tests for ESL (English as a Second Language) and EWRT (English Writing), which are similar to the undergraduate writing exams in the CSU system. Students must pass these exams to become eligible for College degree courses in the ESL and EWRT continua. Computational skills are measured by student performance in classes. Math sequences have clearly defined prerequisites which students must complete to advance in the math continuum of classes (Doc. 4.21).

Self Evaluation

De Anza students seeking a degree demonstrate language and mathematical competency prior to receiving a degree by successfully completing the required courses for an associate degree. Student perceptions of the training they receive in these areas are very satisfactory with 71 percent agreeing that their coursework improves their communication skills (7 percent disagreeing) and 74 percent claiming that their coursework improves their computation skills (6 percent disagreeing) (Doc. 4.05). Faculty, administrators, and staff perceptions were not as positive with 54 percent agreeing that sufficient coursework is provided to improve student communication skills (26 percent disagreeing) and 55 percent claiming that sufficient coursework is provided to improve student computational skills (21 percent disagreeing). This disparity between faculty and staff and student perceptions of competencies and learned skills needs to be evaluated in terms of student preparedness, actual performance levels, and the rigor of the courses they pursue (Doc. 4.06).

Actual performance levels calculated by the Institutional Research Office for 1990-1997 indicate that 73 percent of students achieved success in overall coursework with a grade of CR or C or better with an 86 percent persistence rate of students who had enrolled in the courses (Doc. 4.22). Of the students who entered entry-level Developmental English (EWRT 100A) and progressed through EWRT 100B, 68 percent passed the associate degree requirement of EWRT 1A. Of those who entered the second level of Developmental English (EWRT 100B), 63 percent achieved College-level competency. Of the students who entered the low-advanced ESL track and continued through to EWRT 1A or ESL 5, 98 percent achieved College-level competency (Doc. 4.22).

Standard Four

Educational Programs

Of students who entered the entry-level math course (Math 200-Pre-Algebra) and continued through to Math 101 (Elementary Algebra), 21 percent passed 101, which is considered the math requirement for a De Anza associate degree. Out of this group, of those students who attempted Math 105 (Intermediate Algebra) only 18 percent passed a math class beyond Math 105 to make them eligible for transfer to the CSU system. Of those students who placed at the Math 101 level, 60 percent passed Math 101. Those who went beyond to take Math 105 and one further course (for CSU transfer), 27 percent passed both requirements (Doc. 4.22).

Planning Agenda

- The Curriculum Committee will act on a proposal from the Mathematics Department to raise the graduation requirement.
- Partnership for Excellence initiatives will pilot strategies for increasing access to and success in language and computation requirements. The best of these will be incorporated into the curriculum and delivery system to improve student outcomes.

*B.6 **The institution documents the technical and professional competence of students completing its vocational and occupational programs.***

Descriptive Summary

Teaching standards for vocational programs are based on industry standards and/or professional board certification. Vocational program coordinators meet at least annually or semiannually, depending on the program's specifications, with advisory committees comprised of industry leaders (Doc. 4.23).

Annually, the State Chancellor's Office provides Management Information System (MIS) data on successful completions for each vocational Taxonomy of Programs (TOP) codes as well as unemployment insurance wage data on students who have participated or completed vocational programs. This data is analyzed and used by program coordinators to further evaluate program requirements, modify specifications, and revise curriculum to meet the standards of each industry. An example of this data for CIS is provided (Doc. 4.24).

Self Evaluation

Vocational program coordinators ensure that students who complete programs are competent to gain employment in the field by staying in regular contact with the employers who hire their graduates, many of whom are placed while still enrolled (e.g., in film/TV, animation, applied graphics and health technologies).

Employment advisors within the Occupational Training Institute (OTI) advise and support re-entry special populations toward employment goals. OTI employment advisors support and place close to 500 De Anza students each academic year into training-related jobs. These students are tracked by occupation, wage data, and retention on the job. OTI staff and services provided to special populations are funded by JTPA, CalWorks and State Chancellor's Office Special Project funds.

Planning Agenda

- The College will improve its tracking of vocational students who enter into employment and their success (competency-based) in the workplace, including employer satisfaction.

Standard Four

Educational Programs

C. General Education

C.1 ***The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.***

Descriptive Summary

The general education requirements for De Anza associate degrees are clearly listed on pages 39 to 54 of the 1998-99 College catalog and in each quarter class schedule. Counselors and advisors provide additional information about GE requirements in orientation sessions and at the Counseling Office. Program coordinators also provide GE information as appropriate. As student academic goals change and/or become better defined, further information concerning GE requirements is available to them through individual counseling and advising sessions.

Self Evaluation

Of those students who had used the College catalog and/or schedule or had counseling assistance to study the GE pattern, 84 percent found the published GE information to be clear and accurate (Doc. 4.05).

However, students utilizing the Web found three different versions of De Anza CSU GE depending upon their reference to the Web site for De Anza, San Jose State University (the institution to which the majority of students transfer) or ASSIST (Articulation System Stimulating Inter-institutional Student Transfer).

The De Anza unit requirement for GE (61 to 66 units) exceeds that required by CSUs. Whereas Executive Order 595 specifies a maximum of 58 CC GE units to be certified, De Anza actually requires a minimum of 61 units. Moreover, because of the way options are currently listed, a De Anza student in reality is required to take 64 units. Although De Anza rigor may be enviable, it may work against the College if students select a less rigorous/time-consuming/expensive GE pattern at another college.

To rectify these differences, the Articulation Officer has presented a series of informational presentations to the GE Committee, the Curriculum Committee, division deans, and the Academic Senate. In sessions on Jan. 12 and April 6, 1999, the Curriculum Committee approved the changing of De Anza descriptors and unit requirements by the Articulation Officer for Areas A, B, and C to come into compliance with CSU's GE pattern. Issues of changing CSU GE-specific course requirements unique to De Anza within EO 595 area designators are currently deferred for further study.

Planning Agenda

- The Curriculum Committee will take action on the recommendations that De Anza CSU GE not exceed the specific course requirements of EO 595.

C.2 ***The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.***

Descriptive Summary

De Anza GE courses form a structured core curriculum based on the philosophy and rationale that students should have a common learning experience at the community college to improve their lives as individuals and members of society and that this core should "introduce students to the knowledge and skills that form a foundation for educated persons, those who are prepared for global citizenship, work, and a lifetime of personal growth and fulfillment." To promote this development, students will take a core of classes that will promote a "critical examination of values to help students make thoughtful and discriminating choices in their lives" (Doc. 4.16).

This philosophy, along with GE guidelines put forth by the CSU Chancellor's Office and UC Office of the President make up the foundation for the criteria used by the Articulation Officer and the General Education Review Committee in determining the appropriateness of each course to be included in the De Anza GE pattern. Specific GE criteria used to judge a course are subject matter, rigor and depth, scope and level of material to be covered, critical thinking, and the use of skills in communication (Doc. 4.16).

Self Evaluation

The De Anza GE philosophy statement and criteria have been under study for more than a year by the Academic Senate with a variety of options posed by a number of faculty and discussed in open forums. The Curriculum Committee expects to adopt a philosophy statement and criteria after an advisory vote by the entire faculty in early June, 1999.

Planning Agenda

- The GE Review Committee will sponsor workshops to train curriculum writers who are developing courses for GE.

C.3 ***The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, effective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.***

Descriptive Summary

A listing of the full scope of the De Anza GE pattern can be found on pages 40 to 42 in the 1998-99 De Anza catalog. Current general education requirements range from 29 to 37 quarter units for the De Anza A.A. and A.S. degrees; 48 units for IGETC; and 61 to 62 units for CSU breadth. In each of these cases, the units are distributed across four general areas — natural sciences, humanities and fine arts, social and behavioral sciences, language and rationality (including English composition, mathematics and analytical thinking).

Self Evaluation

According to interviews with counseling staff, anecdotal feedback from students indicates that many students discover areas of great interest in GE classes, interest they would not have otherwise explored. In particular, those who would not normally have registered for a biological science class or math class achieve academic and personal growth through taking such a class as a GE requirement. On the other hand, GE courses may be too challenging for those students who have not taken advised basic skills classes first. Reportedly, the most challenging GE area of study for students is mathematics. The Math Department has responded to students' lack of preparedness and the rigor of math classes through course redesign and partnerships with counseling, tutorial and other support services. It is currently possible for a student to graduate under the general education pattern without completing a course that provides some information technology.

The Curriculum Committee expects to adopt a philosophy statement and criteria after an advisory vote by the entire faculty in early June, 1999.

Standard Four

Educational Programs

Planning Agenda

- As part of its action on proposed changes to GE philosophy and criteria, the Curriculum Committee will establish an evaluation plan for assessing the impact of whatever changes are adopted.

C.4 ***Students completing the institution's general program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.***

Descriptive Summary

A student who completes the De Anza general education pattern for an associate degree will have demonstrated competency in oral and written communication, mathematical reasoning, and critical thinking. In addition, he or she will have been exposed to introductory courses in broad areas of human knowledge, a solid theoretical foundation, appreciation of methods used in the disciplines, and significant knowledge in the course subject matter including scientific methods as they apply to diverse disciplines.

Self Evaluation

The aforementioned competencies are judged by individual instructors evaluating students' classroom performance and through successful course completion by students of a wide variety of courses.

Another indicator of student proficiency is the high number of transfer students from De Anza to UC and CSU. (See Chart 11 in the introduction to this report).

Planning Agenda

- The Academic Senate and instructional administrators will explore assessment models to improve accountability for student outcomes. The best of these will be implemented.

D. Curriculum and Instruction

D.1 ***The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into the overall institutional evaluation and planning and are conducted on a regular basis.***

Descriptive Summary

The major responsibility for developing curricula at De Anza rests with the faculty. Approving and evaluating the curricula are responsibilities of the Curriculum Committee and the GE Review Committees, subcommittees of the Academic Senate. To implement curricula and programs, all sectors of De Anza faculty, staff, and administrators participate in shared-governance, decision-making bodies that make recommendations to the College Council whose responsibility it is to determine institutional planning, budgetary priorities, and allocations to implement programs. As of the spring of 1999, a new shared governance model was adopted. This model is described in Standard Three.

Standard Four

Educational Programs

Self Evaluation

In the spirit of self-evaluating its processes, in November of 1998 Curriculum Committee members were surveyed as to their satisfaction with the curriculum process. The following summarizes those comments and the actions that resulted:

1. Although two divisions did not have representation on the committee, the survey report triggered an appeal to the divisions not represented, resulting in one of the long vacant positions being filled in March of 1999.
2. Linkage and communication between the Curriculum Committee and the Academic Senate, the GE Committee, and the Requisites and Advisories Committee were all deemed adequate. However, the linkage with the GE Resource Team was deemed inadequate (partially as an effect of many curriculum members not knowing of its existence). The GE Resource Team is comprised of Curriculum Committee members who have had special training to assist people in the preparation of GE courses. The team is not mentioned in the Curriculum Handbook, an omission that will be rectified in the updated handbook.
3. An equal number of members said the linkage between the program review process and the Curriculum Committee was inadequate or members did not know about such linkage. This ambiguity between the role of various campus decision-making groups and their processes will be resolved in the new decision-making model.
4. The Curriculum Committee rated itself positively in terms of performing adequately in the areas of: a) consistency in following standards of evaluation of courses; b) efficiency/timeliness in approving courses; c) communicating necessary changes to curriculum initiators; and d) establishing and communicating realistic timelines for submission.

Planning Agenda

- On an institutional level, in accordance with the new shared-governance decision-making policy, the College Council and the four planning and budgeting teams will link program review recommendations to the Educational Master Plan goals and integrate them into the campus planning and budgeting process and into the unit and area plans for instructional areas.
- The Curriculum Handbook will be revised annually by the Curriculum Committee and placed on the College Intranet so that a listing of all resources will be available to help faculty write and revise courses and programs.

D.2 ***The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.***

Descriptive Summary

All curricula for credit and noncredit courses, regardless of service location or instructional delivery method, are reviewed and approved by the Curriculum Committee with final approval by the Board of Trustees. Course design, development, review, and approval according to a carefully defined process are described in the Curriculum Committee Handbook (Doc. 4.15).

Ensuring the academic rigor and educational effectiveness of all De Anza courses is partially accomplished by monitoring the professional delivery of instruction according to faculty evaluation guidelines, covered in Article 6 of the agreement between the Foothill-De Anza

Community College District and the Foothill-De Anza Faculty Association (July 1,1995 to June 30,1998) as described in Standard Seven.

Self Evaluation

An effort has been made to pair part-time instructors with experienced full-time faculty to assure consistency of course content and adherence to course outlines. The results of that effort, however, have been haphazard due to workloads, the large numbers of part-time faculty, and scheduling difficulties.

Planning Agenda

- The Curriculum Committee will enforce a three-year cycle of course revision.
- As part of its commitment to quality, the Instructional Planning and Budgeting Team will clearly describe and communicate the process for reviewing and evaluating programs.

D.3 ***The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Awarded criteria are consistent with student learning and are based upon generally accepted norms or equivalencies.***

Descriptive Summary

The grading policies and the criteria for awarding credit for courses are stated clearly in the College catalog (Doc. 4.14). Course outlines of record, for new or revised curricula submitted to the Curriculum Committee, must establish behavioral objectives and a record of the methods of evaluating those objectives including a document establishing which prerequisites and/or advisories and other conditions of enrollment address the adequacy of preparation of students.

De Anza College has no formal processes to address grading differences or grade distributions within a discipline, but faculty are required to indicate their grading method on their official grade rosters which are submitted to the Admissions and Records Office along with quarterly grade reports.

Self Evaluation

The evaluation of students, as stated in each course syllabus, is assumed to reflect evaluation criteria that are considered norms within the field of study. However, there is no structured division or campus policy to ensure that this is the case.

Planning Agenda

- The Academic Senate and instructional administrators will collaborate on initiatives to define and enforce academic standards.

D.4 ***The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.***

Descriptive Summary

De Anza College offers a variety of ways of earning units. That includes credit by course challenge (described on page 24 of the 1998-99 catalog) and Advanced Placement (AP), the College Level Examination Program (CLEP), military service credit certified by appropriate military education transcripts, and transfer credit from other institutions (Doc. 4.15).

The College accepts lower-division courses from any of the six regional accrediting associations. When a student transcript from another collegiate institution is received, the Office of Admissions and Records (A&R) personnel review it to ascertain that it comes from an accredited institution and that the units in question correspond to a lower-division class. To certify that the credits accepted achieve educational objectives comparable to De Anza courses, A&R personnel use the California Articulation Number (CAN) system in transferable courses, if available. If courses are not identified with a CAN number, an evaluator from A&R reviews the courses. If more information is needed, course outlines from the other institutions are requested and reviewed by discipline faculty in order to determine either credit or equivalency to De Anza courses.

Self Evaluation

Transfer and articulation practices follow the typical pattern of accredited colleges.

Planning Agenda

- No recommendations at this time.

D.5 ***The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.***

Descriptive Summary

Many faculty teach content and skills using traditional delivery systems of instruction that are consistent with the objectives of the curriculum. Although lecture/discussion is the major modality used in instruction, many faculty are seeking training to be able to use variations on this delivery, such as using computer labs for assignments, having students do research on the World Wide Web, offering online courses, and so forth (Doc. 4.04).

Through staff development training and attendance at conferences, faculty are more and more using a variety of pedagogies to make course content accessible to nontraditional students. An increasing number of single classes are emphasizing interdisciplinary content (e.g., World Art History). Faculty across disciplines are experimenting with combining individual courses into thematic-based linked classes that are team-taught (Doc. 4.28). Since 1996, several faculty have experimented with linking interdisciplinary content courses with developmental education courses (e.g., reading, speech, and political science). In general, faculty members have shown interest in training sessions centered on pedagogies such as collaborative learning, teaching through learning communities, and Web-based instruction (according to an interview with the Staff and Organizational Development Director).

Self-paced/modularized classes, another mode of delivery or of packaging a course, have increased in popularity. De Anza currently offers modularized courses in academic skills, accounting, business, CAD/CAM, Computer Applications and Office Systems (CAOS), health, math, and speech.

Self Evaluation

The majority of students polled about various delivery systems viewed self-paced and/or modularized courses as providing flexibility and individualized education and a means to acquire new skills. Of those students who had taken self-paced or modularized classes, 57 percent agreed that such classes were very effective for learning content (18 percent disagreed), 58 percent stated that such classes helped them complete their educational goals efficiently (16 percent disagreed), and 47 percent said they would take other self-paced classes (14 percent disagreed) (Doc. 4.05).

Of those De Anza faculty/administrator/staff who responded to a similar survey, 29 percent claimed they referred students to self-paced and/or modularized courses, 63 percent felt such classes can be as effective in teaching content as classes offered through other delivery modes, and 64 percent felt that such classes helped students complete their educational goals efficiently. Of less certainty were the 37 percent who did not know if such classes were as rigorous as other classes at the College (Doc. 4:06).

Modularized and/or self-paced classes have increased in popularity. Since the last Accreditation Self Study, CAOS enrollments are on the rise, which may be attributed to the fact that the department has been able to upgrade its computer lab so that current software and operating systems can be used. In academic skills, quarterly program evaluations by students reveal that students especially enjoy the personal contact with instructors they receive at the CAOS center. Adjunct Study Skills (Skills 132) has grown dramatically since its inception in 1994 and now enrolls more than 200 students each quarter in 12 courses. The departments being served include accounting, biology, economics, history, math, philosophy, and psychology. Skills/ESL 191 — a recently modularized course that uses computers to help ESL students develop their listening, speaking and grammar skills at their own pace — enrolls as many as 70 students each quarter.

Although these self-paced/modularized offerings are a unique form of packaging campus instructional support, problems with space, staffing and adequate equipment (both hardware and software) must be addressed. Students complain that the facilities provided are cramped. Staffing support has not kept pace with the growing demand of courses. There is enormous potential for this mode of delivery, but real growth requires more staff as well as improved facilities, budget and access to technology. Partnership for Excellence funds have been requested to answer these needs.

Planning Agenda

- The Instructional Planning and Budgeting Team will recommend ranges of instructional delivery for operationalizing the Educational Master Plan goal to provide effective pathways to excellence.

D.6 The institution provides evidence that all courses and programs — both credit and noncredit courses conducted on- or off-campus by traditional or nontraditional delivery systems — are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract, and other special programs conducted in the name of the institution.

Descriptive Summary

All state-apportionment-funded De Anza classes, both credit and noncredit courses, are designed by faculty, approved by the Curriculum Committee and the Board, and administered and evaluated by an authorized De Anza administrator under established institutional procedures.

Both Community Education and Contract Instruction serve both Foothill and De Anza colleges and are managed by De Anza administrators.

D.6A Community Education: Older Adult Studies — NonCredit Courses — State Apportionment

Older Adult Studies, offering about 45 to 50 noncredit classes each quarter excluding summer, covers many areas of interest for students at least 50 years old. Following the California State Department of Education and the Chancellor's Office model program standards for no-fee-based courses, all instructors are required to be certificated. Older Adult Studies courses produce WSCH at approximately 60 percent of regular WSCH-producing classes, which pays the faculty who teach in this program. All Older Adult Studies courses are listed in the Impact catalog, which is mailed three times per year to more than 220,000 households. These classes have course outlines which must be approved by the state and the campus Curriculum Committee before they are offered to students. Evaluations are performed in each class, and enrollments are monitored to determine whether courses are generating enough WSCH to pay for themselves (according to an interview with the Director of Community Education and Older Adult Studies).

D.6B Community Education: Community Service Classes — Noncredit — Fee-Based

Community Service classes, which number about 150 classes each quarter as advertised in IMPACT, are for enrichment purposes only and are not part of an established course of study toward a degree or certificate. They are short-term classes which usually taught on campus and are usually different each quarter. Course outlines for community service classes, which are self-supporting through user fees, are written by the faculty who teach them and are reviewed and approved by the Community Education Dean. Classes and instructors are continually evaluated by students, which also provides the program information on demographic data and what future subjects students may be interested in. That allows the program to be aware of the courses students in the community may want and how effective the program is at providing those courses to them.

D.6C Contract Instruction

Contract Instruction is offered through the Foothill-De Anza College Business and Industry Institute (BII) and serves an average of 4,000 students annually in each of the last five years. In response to College/District needs for greater WSCH production and because of a shortage of campus facilities, BII began delivering state-funded credit classes at local company sites in late 1994 while continuing to provide contract credit and not-for-credit programs at local business and nonprofit sites. Since November 1994, BII has produced an average of 150 FTES per academic year.

Those BII classes that are offered for state apportionment funding fall under the same regulations as above and use the same course outline and approved departmental staff and staff evaluation processes as traditional departments. BII has worked closely with the College academic divisions to identify appropriate instructors for not-for-credit classes. Identifying instructors to teach emerging technologies continues to be a challenge.

D.6D Co-operative Education

Co-operative education, as a credit-granting program, (1to 4 units per quarter) links workplace learning with college education and provides units for the learning that takes place on the job. Students must be currently employed to qualify and must be enrolled at De Anza in a minimum of seven units, including Co-op units. As a state apportionment-funded program, all regulations of course design, approval, administration, and evaluation fall under established institutional procedures.

Co-op enrolls an average of 400 students each quarter and works with the International Students Program, Manufacturing and Design Apprenticeship Program, Automotive Apprenticeship Program, environmental studies, OTI, NASA Ames Internship Program, EOPS, and CALWorks. The program has built new links with community organizations and local corporations. As of the fall of 1998, the program has arranged for a faculty member to do outreach and recruitment to build program enrollment (according to an E-mail interview with the Co-op Program Coordinator on Jan. 11, 1999).

Self Evaluation

D.6A Community Education: Older Adult Studies – Noncredit Courses – State Apportionment

No new courses have been added in many years nor have some of the course outlines been updated in some time because there are no budget allowances to hire faculty to review and rewrite the curriculum. The program is run by a Fund 15-paid staff member (according to an interview with the Director of Community Education and Older Adult Studies).

D.6B Community Education: Community Service Classes — Noncredit – Fee-Based

The majority of De Anza personnel who responded to the survey for this standard felt that community education classes were appropriate to the College mission because they respond to the needs and interests of the people of the community. However, there was little certainty as to whether such classes were effective introductions to degree and certificate courses, whether students had adequate access to student services they need, or whether there is content scrutiny of classes by allied departments and divisions (Doc. 4.06).

Community education classes are subject to curricular review by the state, which must approve course design and administration and periodically evaluate the program by established institutional procedures (interview with the Director of Community Education and Older Adult Studies). Nonetheless, it is important to have close communication between community education classes and potentially allied department and division credit programs.

D.6C Contract Instruction

The Business & Industry Institute has been self-supporting almost since its inception and has provided money incentives to the College and its academic divisions annually. The program continues to benefit the College by identifying new part-time instructors and needs for new curricula and by serving the needs of the community by responding to the training and education needs of the business community. Some 64 area companies were served in 1997-98.

Contract education provides educational services to the community in credit and not-for-credit formats for contract education. Course presentations are offered both on-campus and at off-campus locations and are designed to meet the specialized training needs of the client. Although these classes are often presented in nontraditional formats, the course content and instructor requirements meet all institutional standards, and established institutional procedures are followed in the areas of minimum qualifications for faculty and curriculum processes.

D.6D Co-operative Education

Co-op Education has not been adequately marketed to students and faculty in the past due to lack of staffing and the lack of oversight of a division dean. This is evident in the fact that

68 percent of students polled about the adequacy of this service claimed they didn't know whether it met their needs or not (Doc. 4.09). Recently, a faculty member has been assigned part time to Co-op, and the position now reports to the Provost of Workforce, Technology and Economic Development.

Planning Agenda

D.6A Community Education: Older Adult Studies

- No recommendations at this time. This area awaits the hiring of a Provost of Workforce to shape the planning agenda.

D.6B Community Education: Noncredit

- No recommendations at this time. This area awaits the hiring of a Provost of Workforce to shape the planning agenda.

D.6C Contract Education

- The Business & Industry Institute plans to work more closely with academic divisions to identify new opportunities to meet community needs and to develop additional instructor resources, especially in technology areas (according to an interview with the Director of BII, Jan. 14, 1999).

D.6D Co-op Education

- Co-op Education plans to explore options for strengthening and expanding the Co-op Education program by reviewing and revising existing curriculum and by developing new curricula, developing a marketing plan/materials, developing community-based Co-op programs, forming new and stronger linkages with on-campus programs/services, developing a centralized internship/job placement service linked with Co-op programs, hiring new instructors as needed, and by developing in-service training for Co-op faculty (according to an E-mail interview with a faculty member assigned to Co-op Ed, Jan. 14, 1999).

D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on "Principles of Good Practice in Distance Education."

Descriptive Summary

The College ensures the quality of instruction and academic rigor of all courses offered through distance education — as with traditional courses — by having all curriculum approved first in the divisions and then through the Curriculum Committee, by assuring that all instructors meet minimum requirements for teaching in that subject area, and by requiring deans to evaluate instructors and courses on a regular schedule. In addition, the Distance Learning Center assures that certain other requirements are met. Some examples of requirements are the instructor-student contact; that a complete syllabus is present which outlines requirements, objectives, and assignments; that a textbook or some other form of printed instruction is required; and that required instructor office hours of the program are followed.

De Anza offers from 45 to 60 distance learning courses each quarter with 10 to 20 courses offered during the summer session. They are available in five modes (Doc. 4.26). There are about 8,500 student enrollments per fiscal year in distance learning courses, which makes De Anza one of the largest distance learning programs at a single community college in the country. (Distance Learning Center, http://dadistance.fhda.edu/DLCFAQ.html)

Standard Four

Educational Programs

Self Evaluation

The Distance Learning Program has implemented seven significant changes since the last accreditation report which address the issue of student access:

- Fall, 1996 – The Distance Learning Center Web site was launched, making information accessible via the Internet 24 hours a day.
- Fall, 1996 – Several De Anza faculty participated in a grant which resulted in the design and development of online courses and which resulted in offering eight entirely Web-based courses.
- 1997 – A dedicated teleclass facility for distance learning was opened, built and designed to provide faculty with the instructional tools required to deliver live instruction directly to student homes and workplaces. Included are Internet access, large screen monitors, remote-controlled cameras, an ELMO materials display board, and a telephone for two-way audio. The addition of this teleclass facility significantly increased faculty participation in distance learning course development, thus expanding the number of courses available to students.
- Summer, 1997 – In response to the lifting of the Title V face-to-face on-campus instruction requirement, the Distance Learning Center developed an online College orientation which allows students to receive the same information given to students who attend on-campus orientation meetings.
- Fall, 1997 – The Distance Learning Center added a part-time Web support position and acquired Interaction, software which enables instructors to create chat rooms and bulletin board forums to increase student interaction and retention.
- Winter, 1997 – Priority was placed on the development of courses which support the A. A. degree. Students can now receive an associates degree with a liberal arts major from De Anza entirely through distance learning.
- Fall, 1998 – In collaboration with the TV Center, Distance Learning began the conversion of selected teleclasses to telecourses for wider distribution. This process was initially put in place to address the demand for the highly popular Windows NT Administration and Windows NT Technical teleclasses. This conversion process freed up experienced distance learning teleclass faculty to develop new courses (per memo from the Coordinator of Distance Learning, February of 1999).

The changes outlined above have resulted in a steady but gradual growth in the Distance Learning Program which has had a total enrollment growth of 29 percent since 1995. As technology increases, many of the distance learning modes are starting to merge and will continue to do so. For example, several telecourses also use listserves (similar to group e-mail) to allow increased interaction between and among students and faculty. Some telecourses have a few live teleclass segments which allow the instructor to personalize the video portion of the course. One course is a half video course and half teleclass (an E-mail interview with former Distance Learning Coordinator on Dec. 11, 1998 and updated by the present Distance Learning Coordinator on March 5, 1999).

Of the students who had taken distance learning classes and responded to the survey for this standard, the majority felt that distance learning classes were as effective and as rigorous as classes delivered traditionally; that they had received timely, clear, and complete information about distance learning requirements; that they had adequate access to student services they needed; that the instructor had training in the delivery method used; that interaction with other students in the class was sufficient for their needs; and that they would take other distance learning classes. It was not as readily agreed upon that the instructor was as accessible as instructors in traditional classes (Doc. 4. 05).

Of the De Anza personnel who responded to a similar survey for this standard, 37 percent said that they refer students to distance learning classes, 62 percent stated that they felt distance learning classes were as effective as classes delivered traditionally, and 47 percent stated that they felt that distance learning classes were as rigorous as other De Anza classes. To many other issues, however, the majority of responses were either negative or "I don't know" which included such issues as the ability of students to assess if they have the study skills needed to succeed in a distance learning class; students having adequate access to student services they need; training of instructors to use this delivery method; sufficient interaction with other students; processes to ensure the quality and rigor of classes, such as whether classes should have their own curriculum approval process; whether some classes are adaptable or not to this learning format; the availability of standards and policies to assign faculty load for distance learning classes; an appropriate program mix for distance learning offerings; adequacy of staff and facilities for student demand; and the number of faculty who want to teach using this media (Doc. 4.06). There are many unresolved issues regarding distance learning.

Distance Learning attempts to observe all the principles of good practice in distance learning to the extent that there is adequate financial support and staffing. Some difficulties that arise because of these shortages include the fact that students enrolled in distance learning courses cannot access online the full range of student services available to students who attend on-campus classes (e.g., counseling and tutoring), and the Distance Learning Program is not yet in full compliance with ADA regulations in telecourse and teleclass captioning for the hearing impaired. Although captioning equipment is available on campus, there has been no funding for a captioning technician. ADA regulations for Web-based courses have not yet been addressed.

Of the three plans mentioned in the last Accreditation Self Study, two have been implemented: new delivery systems and the formation of the Community College Satellite Network. The third, expanding membership in certain consortia, was changed to strengthening De Anza's relationship with the Consortium for Distance Learning and making that consortium more active and stronger. That is underway.

As new technologies are developed and as faculty members become more at ease with distance learning, more faculty will find that their courses can be adapted to distance learning. Distance learning staff will continue to educate faculty and administration on new processes which will allow courses to be adapted to distance learning.

The future growth and expansion of distance learning is ultimately tied to decisions made at the District level regarding the current deficiencies identified in the Collegis Report and by De Anza campus technology planning (Doc. 4.27) with the new Distance Learning Coordinator who was hired in January, 1999. The Distance Learning Coordinator has been asked to develop a Distance Learning Expansion Plan as a starting point for coordinating with the District planning agenda. The challenges of distance learning are varied and complex.

Standard Four

Educational Programs

Planning Agenda

- The increasing demand from faculty and students for more distance learning courses exceeds the current resources and staff available to effectively support new course development. As of February of 1999, the Vice President of Instruction placed a moratorium on the development of new distance learning courses until the winter of 2000, which will provide De Anza the time to undertake three major initiatives to address the rapid growth and the increasing demand for distance learning courses:
  - An assessment of the functions currently performed by the Distance Learning Center,
  - The creation of an expansion plan for distance learning which addresses the issues, policies and action steps necessary to ensure quality growth, and
  - The selection of a standard course development software which will ultimately be supported by technical staff and faculty training programs.

D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable Commission policies and guidelines.

Descriptive Summary

Campus Abroad. De Anza College does not operate permanent facilities abroad; however, it does have a Campus Abroad Program which offers De Anza curricula for De Anza students in foreign locations. Campus Abroad programs constitute a small part of the general curriculum offerings and are dependent on obtaining minimum enrollments. All credit courses offered abroad are part of the regular curriculum and as such are reviewed for meeting all the standards of all De Anza credit courses, although they are packaged to complement and enrich student educational experiences in the country in which they study. Classes are open to all students, students register for a minimum of 12 units, and they pay the usual enrollment fees. A faculty selection committee — consisting of a dean, program coordinator, and one Faculty Senate appointee from each campus — functions to review and recommend program sites, curriculum, faculty selection criteria, and student criteria. Faculty assignments are made on the basis of criteria determined by this committee. Instructors for the international study classes are qualified for community college teaching, routinely teach within the District, and are evaluated on the same cycle as all other faculty.

Self Evaluation

Although a small percentage of De Anza students participate in a Campus Abroad experience, the majority of those who had participated and were surveyed for this standard indicate it was an effective way to learn, that the classes were as rigorous as other De Anza classes, and that they would recommend this program to others (Doc. 4.05). A similarly small percentage of faculty and staff have had experience with Campus Abroad. They indicated they had little knowledge of the rigor of class content or the evaluation process for these classes, nor did they know if more of these classes should be made available (Doc. 4.06).

Since the last self study report, faculty concerns about the costs for both instructors and students have been mitigated. The Director of Financial Aid and Scholarships is now working closely with the Campus Abroad

Standard Four

Educational Programs

Coordinator to inform students of resources available to help finance their study abroad. Of the 51 students enrolled in the Paris program for the spring of 1999, half will be receiving financial aid. Earlier faculty concerns about inadequate stipends for teaching abroad are now addressed in the 1998-2001 District-FA Agreement in which faculty are provided with a housing stipend of up to $3,000 when housing is not provided by the host site.

The program has experienced healthy growth since the last report by adding new sites and increasing enrollments. Program options now include Vietnam, Costa Rica, and Japan in addition to the original European countries. An increase in Campus Abroad destinations offer students who want to study abroad a much wider range of cultural experiences from which to choose. Approximately 200 students enroll each year, a 20 percent increase over 1996-1997 enrollments.

Planning Agenda

- No recommendations at this time.

Supporting Documentation

Doc. 4.01	Mission Statement of De Anza College: 1998-99 De Anza catalog, pg. 1
Doc. 4.02	Associate Degrees and Certificate Programs, Chart II-21, DE ANZA 2005 Pathways to Excellence, Spring 1999, pg. 17
Doc. 4.03	Impact, Winter 1998
Doc. 4.04	DE ANZA 2005 Pathways to Excellence, Spring 1999
Doc. 4.05	Student Questionnaire, Accreditation Self Study — Educational Programs
Doc. 4.06	Faculty/administrator/staff questionnaire, Accreditation Self Study — Educational Programs
Doc. 4.07	Eligibility based on winter quarter
Doc. 4.08	Faculty, classified staff, and administrative/confidential Staff survey: De Anza Accreditation Self Study, Fall 1998
Doc. 4.09	Student survey: De Anza Accreditation Self Study, Fall 1998
Doc. 4.10	1998-99 De Anza College schedules: fall, winter and spring
Doc. 4.11	Standard Seven, Table 3. FT/PT ratio based on WSCH; De Anza Accreditation Self Study, 1999-2000:
Doc. 4.12	Standard Seven, Section A, pg. 1: De Anza Accreditation Self Study, 1999-2000
Doc. 4.13	Operating budget per FTES
Doc. 4.14	Collegis Report
Doc. 4.15	1998-99 De Anza catalog
Doc. 4.16	Curriculum Handbook, 1996-97
Doc. 4.17	Vocational education brochures
Doc. 4.18	Sample course outlines demonstrating expectations of learning outcomes
Doc. 4.19	ESL, EWRT departmental rubrics
Doc. 4.20	College Readiness Comprehensive Grade Report, Fall 1998
Doc. 4.21	Course outlines for Math 101 and Math 105
Doc. 4.22	Student retention and persistence rates: DE ANZA 2005 Pathways to Excellence
Doc. 4.23	Vocational Education Advisory Committee rosters and minutes
Doc. 4.24	Wage and UI data for CIS
Doc. 4.25	Interdisciplinary Studies: Winter 1999 Schedule of Classes
Doc. 4.26	Miscellaneous reports
Doc. 4.27	Unresolved distance learning issues

Standard Five

Student Support and Development

The institution recruits and admits students appropriate to its programs. It identifies and serves the diverse needs of its students with educational programs and learning support services, and it fosters a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, and success.

1. ***The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.***

Descriptive Summary

De Anza College follows practices that are consistent with both Title V of the California Code of Administrative Regulations and state Education Code regulations on College admissions policies, locally adopted by the Board of Trustees. Using either the online or paper application, students may submit an application for admission to the College at any time. Admissions policies and procedures are published in the De Anza catalog (Doc. 5.01) and the quarterly Schedule of Classes (Doc. 5.02). The College has an open admissions policy, allowing all students who meet the criteria for eligibility outlined in Title V to enroll. Admissions criteria for high school graduates, non-high school graduates, high school students, K-9 students, transfer students, and international students are clearly outlined in Board policies and repeated in the College catalog and Student Handbook (published in 1994).

Self Evaluation

According to a survey conducted as a part of the 1998-99 Accreditation Self Study, students believe the admissions and registration information in the class schedule is accurate (Doc. 5.03). The College provides a variety of access points, including telephone registration and interactive Web registration. The College publishes its admissions policies in its Schedule of Classes and catalog, all regularly available on its Web site. The publication of admissions policies in a variety of publications requires coordination to ensure consistency and accuracy. A Registration Planning Group — composed of representatives of Admissions and Records, Counseling, and Marketing/Communication — continuously reviews all written information to ensure its accuracy. The College uses its program review and evaluation procedures to ensure consistency of admissions practices with policies and operational procedures.

Planning Agenda

- The Registration Planning Group will expand its review of published policies to include electronic information (e.g., College Web site, etc.)

2. ***The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admissions policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.***

Standard Five

Student Support and Development

Descriptive Summary

The De Anza catalog, which is updated and published every year, includes information on programs, admissions policies, refund policies, graduation requirements, social and academic policies, student code of conduct standards, and complaint and grievance procedures. The catalog is given to students who enroll and attend an orientation class and is also available for purchase in the College Bookstore. All faculty members have a copy, and copies are in the Library and various student services and administrative offices on campus.

The Schedule of classes is published each quarter with the exception of the Summer/Fall Schedule of Classes, which is published as a combined schedule. The schedule provides information regarding admissions and registration policies and procedures, fees and refund information, and complaint and grievance procedures. In addition, the schedule announces new or changed policies and procedures, approved as needed during the academic year. The schedule is mailed to all continuing students. Potential students receive a copy upon request. The schedule is also available at local businesses. Program brochures — such as curriculum guides and those describing health services programs, transfer guides, and assessment testing process — are available in the Counseling Center, Financial Aid Office, Student Activities Office and at other locations around campus. A Student Handbook (Doc. 5.04) is given to all new students attending orientation classes and is available to all students at the College Information Desk, Student Activities Office, and Dean of Student Development and EOPS Office. All new matriculating students are required to take an orientation class. A student unable to attend an orientation class in person is required to view an interactive video, which contains information similar to that taught in the orientation class. De Anza has a priority registration system that is currently being reviewed to determine compliance with Title V. Outreach services to 35 high schools are conducted by College outreach staff throughout the year. Each year the College updates a survival guide (Doc. 5.05) given to all faculty and staff to help them understand issues related to student conduct, student rights and responsibilities, and student complaints and grievances. The survival guide also outlines faculty and staff rights related to student behavior.

Self Evaluation

While the 1998 survey of students indicates that students are generally satisfied with registration services, members of the De Anza Associated Student Body (DASB) and Inter Club Council (ICC) expressed concern about the consistency of information on the matriculation process. The students interviewed reported that the College lacks a system for maintaining the accuracy and consistency of information related to matriculation. Through 1997, a Dean of Counseling and a Director of the Office of Relations with Schools had responsibility for different elements of matriculation. The assessment and testing elements of matriculation were under the direction of a Dean of Academic Services and Matriculation, although that dean did not have oversight of the Counseling Division. This relationship required a great deal of coordination between the Dean of Counseling, the Dean of Academic Services and Matriculation, and the Director of the Office of Relations with Schools. In July of 1998, administrative oversight for matriculation was transferred to the Dean of Counseling and Matriculation with the Director of the Office of Relations with Schools reporting directly to that position. The change in the dean's title and responsibilities provides better coordination of matriculation with members and programs of the Counseling Division.

The College Marketing/Communications Office publishes a number of documents which define admissions procedures, programs and services of the College. The College publishes its social and academic policies in the catalog, although there is an opinion among some DASB senators that more specific details need to be included in the College catalog, particularly policies related to student rights. The College expanded the duties of the Dean of Student Development to include working with DASB and being responsible for addressing issues related to campus climate, student discipline, student rights and responsibilities, and the complaint and grievance processes of the College. The Dean of Student Development and EOPS is overseeing the publication of a Student Handbook that will include detailed information on Board and College policies related to student rights and responsibilities, due process/student conduct, complaints and grievances.

DASB also has on its Executive Committee a Vice President of Student Rights who works closely with the Dean of Student Development and EOPS to ensure that student rights and due process are being followed. A focus group meeting with DASB members identified a concern by students regarding the College refund policy. The students interviewed felt that refunds should be automatic rather than students having to request a refund.

Planning Agenda

- The Dean of Student Development and EOPS will oversee the distribution of the newly revised Student Handbook to all students attending orientation classes and ensure its availability to students at key offices on campus.
- The Registration Planning Group will work with members of DASB to ensure that the College refund policies are published in the College catalog, Schedule of Classes, and Student Handbook.

3. ***The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.***

Descriptive Summary

The College enrolls approximately 25,000 credit students each quarter. According to data provided by the District Institutional Research Office, the average student attending De Anza is 24, living on her own, and taking an average of 8.25 quarter units with an undecided educational or career goal. Student needs are identified through registration, matriculation, orientation, counseling sessions, and various other application and information-collecting processes of the College. Effectiveness in meeting those needs is evaluated through the use of student evaluation forms and surveys for counseling and other services and through program reviews, survey of graduates, and periodic student surveys by departments and programs.

Services to meet a variety of student needs are coordinated through the Office of Student Services directed by the Vice President of Student Services. These services include admissions and records, counseling, Disabled Students Programs and Services (DSPS), financial aid and scholarships, Extended Opportunities Programs and Services (EOPS), services for veterans, Cooperative Agency Resources for Education (CARE), CalWORKs, health services, International Students Office, Student Transfer Academic Retention Services (STARS), Student Leadership and Mentoring Services (SLAMS), student government (DASB), Inter Club Council (ICC), Transfer

Center, Career Center, Student Development Office, Student Activities Office, and matriculation. The Student Services Council — comprised of all coordinators, administrators, and program heads for programs and services in the Student Services area — meets twice a month. The Student Services Council has a subunit, the Student Services Planning and Budgeting Team, which is responsible for coordinating program reviews, planning efforts and resource prioritization for the Student Services area. Additionally, each program or service conducts regular staff meetings and engages in training and staff development activities.

The Matriculation program operates according to the College Matriculation Plan (Doc. 5.06).

The Admissions and Records Office (A&R) encompasses admissions, registration, records evaluation, graduation evaluation, transcript, and veterans services to students. There are 16.5 FTE Admissions and Records clerks providing service to students, operating in a one-stop shop to meet student A&R needs. The A&R Office, in partnership with the Counseling Division, is implementing a degree audit program which uses an optical character reader to read student transcripts and records and performs an evaluation of this data to assist counselors in developing student educational plans.

The Counseling Division consists of 20 full-time counselors who have a variety of specialty skills including career, re-entry, articulation, transfer, leadership mentoring, psychological services, health services, bilingual services and general academic and personal counseling. In addition to counselors, there are seven academic advisors (members of the classified staff), two EOPS counselors, and two DSPS counselors. Duties of academic advisors are outlined by specific job descriptions (Doc. 5.07) to distinguish their roles from faculty roles and responsibilities. Members of the counseling staff also teach human sexuality and orientation courses. A counselor is assigned responsibility to review and coordinate the orientation classes. He/she develops the schedule, identifies counselors to teach the orientation courses, gathers orientation materials, identifies locations for each class, and coordinates the orientation classes with other services. As part of the orientation class, students are taken to the Open Media Lab where they register online. As a result of Internet registration, approximately 40 percent of De Anza students register online as of the spring of 1999.

The Financial Aid Office processes applications and monitors an array of federal, state and local financial aid programs including grants, loans, scholarships, and the work-study program. The need for financial aid support services is demonstrated by demand. In 1997-98, 13 percent of students at De Anza received some form of financial aid. Financial aid processing is highly automated with an emphasis on incorporating new technology. The Financial Aid Office coordinates the scholarship program for the College. Scholarships offered through De Anza come from a number of funding sources including the De Anza College Foundation, DASB, and local service organizations. In 1997-98, the College provided 200 students with scholarships totaling about $100,000.

Extended Opportunities Programs and Services (EOPS) offers a variety of counseling, advising, outreach, and financial aid services. The EOPS program has been cited as a model program, has a close working relationship with the Financial Aid Office, and serves about 1,000 students (unduplicated head count) each year. The staff of the EOPS Office includes a half-time director/dean (who also serves as the Dean of Student Development), a full-time coordinator, a secretary, an academic advisor, two counselors, an assistant, a CARE coordinator, a grants and budget specialist and an office clerk.

The CARE program operates as a part of the EOPS program. CARE offers additional services to students receiving public assistance by coordinating with local social service agencies and providing child care assistance. The College currently enrolls 61 students who qualify for the CARE program.

The Student Transfer and Retention Services (STARS) and Student Leadership and Mentoring Services (SLAMS) programs are special programs aimed at assisting underrepresented students. The STARS program focuses on assisting underrepresented students in their transfer efforts. The SLAMS program focuses on assisting underrepresented students to successfully accomplish their educational goals.

The Veterans Services Program of the College processes applications for benefits, resolves problems related to benefits, and assists with general information regarding College policies and procedures.

Disabled Students Programs and Services (DSPS) is in compliance with the Americans with Disabilities Act, sections 503 and 504 of the Vocational Rehabilitation Act, and California law AB77 of 1977 and its regulations. Each year DSPS provides services to more than 2,100 students who have various types of disabilities. DSPS also coordinates a High Tech Training Center of the California Community Colleges which is funded by a grant from the State Chancellor's Office. The High Tech Center trains more than 500 faculty and staff members each year in the use of technology to assist DSPS students. The DSPS program also coordinates an Educational Diagnostic Center which serves more than 325 students with learning disabilities each year.

The Transfer Center is staffed by three faculty and staff and operates as part of the Counseling Division. It offers a variety of transfer-related services for all students and has a special focus on underrepresented students. Some of its specific functions include transfer workshops, an annual transfer day, regular visits from university/college representatives, application workshops, and classroom presentations. More than 37 percent of students enrolled at De Anza self-identify transfer as a goal on their admissions applications.

Health Services is staffed by one coordinator, one full-time health educator, and part-time health services assistants (1.5 FTE) and is under the direction of the Dean of Counseling and Matriculation. The Health Services Office is located on the ground floor of the Hinson Campus Center near the College's Safety and Security Office. Current services include health counseling, referrals, health screening, preventative services, birth-control information and clinic, pregnancy tests, blood-pressure testing, immunizations, AIDS information/referral, Info-Mania telephone information, alcohol and substance use/abuse information, first aid, emergency care, health education, and over-the-counter medication. Students can make appointments through the office to see health professionals. The office is open Monday through Thursday from 8 a.m. to 8 p.m. and on Friday from 8 a.m. to 4 p.m.

The International Student Office, which is being expanded, is the primary support service for international students attending De Anza. It currently has one full-time coordinator who oversees the operation of the office and reports to the Dean of Counseling and Matriculation. The program serves approximately 400 students who are in a temporary, non-immigrant status (F-1) with admissions, orientation, and graduation/transfer information. It also serves as a student resource for immigration information about basic laws and current federal immigration regulations. The office is located in a portable building (M1) near Parking Lot A.

Self Evaluation

The Student Services area has gone through two reorganizations within the last four years (1995 and 1999). The first reorganization was to a learning communities structure which merged Student Services with four instructional divisions. The second reorganization has been a return to a traditional Student Services structure. The intent of this change is to focus responsibility and accountability in the delivery of student services.

A new Student Services Planning and Budgeting Team has been established to oversee operations and to improve service delivery and coordination with the Instruction; College Services; and Workforce, Technology and Economic Development areas of the College. In the spring of 1999 as part of the state Partnership for Excellence (PfE) program, counseling, transfer, and academic advising services are being expanded to increase student success and to meet Partnership goals. The College is continuing to find ways to better connect Student Services with instructional programs, especially in the areas of English, ESL and mathematics.

As the number of students enrolled at De Anza increases, the demand for services increases although the number of staff to meet the increased demand has not. However, the College is still below its enrollment peak of 1988. A&R, Assessment and Counseling areas voice the need for more staff support. With new PfE funds, three counselors, three academic advisors and a staff assistant are being added to meet student demand for services.

Several significant initiatives are being implemented to provide online educational plans for every student, online degree audit, and one-stop, streamlined A&R services. Cyber counseling has also been provided on a limited basis.

The access and success of students with disabilities remain a high priority for the College. Student Services is updating its staff development plans to increase training in reasonable accommodations for this population. There is also a need for an assistive technology instructor that has been identified through the College program review process.

Space continues to be an area of concern for counseling, international students and the Transfer Center. Services provided by the offices are in different locations around campus, rather than in a centralized facility. This tends to be confusing to students and could give the image that services are fragmented. The College is in the process of developing a Facilities Master Plan, which will address the space needs of Student Services.

Planning Agenda

- The Dean of Counseling and Matriculation will oversee the implementation of online student educational plans and degree audit processes with the goal to automatically confer degrees and certificates upon completion of all requirements.
- The Dean of Special Education and Applied Technologies will work with the Staff and Organizational Development Office to offer training sessions on Americans with Disabilities Act accommodations to assist students with disabilities.
- The Student Services Planning and Budgeting Team will work with the Student Services Council to develop and implement an instrument to assess student satisfaction.

Standard Five

Student Support and Development

4. ***The institution involves students, as appropriate, in planning and evaluating student support and development services.***

Descriptive Summary

Student representatives serve on a number of College-wide committees including the Matriculation Advisory Committee, Student Services Planning and Budgeting Team (SSPBT), DSPS Advisory Committee, Diversity Advisory Council, and College Council.

The SSPBT is responsible for coordinating the program reviews for all student support services. The DASB and ICC have representatives on the SSPBT. Student input is actively sought by a number of offices through the use of surveys (Doc. 5.08).

DASB is a constituent group in the shared governance process of the College. Students have a clearly defined role in the institutional governance process as outlined in AB 1725 and the Educational Master Plan for the College. There are students on all planning and budgeting teams.

Each year a student committee selects a student trustee to serve as a member of the Board of Trustees of the District. As an advisory-voting member of the governing board, the student trustee is in a strong position to articulate the needs of students in planning and evaluating new and existing services.

Self Evaluation

According to the 1998 survey of students, students agreed with the statement that "the role of students in various governing, planning, and other policy-making bodies is clear and well publicized." Students who are involved in the governance process were surveyed and stated that they have a broader understanding of how the College works after they have participated on a committee.

In a focus group meeting, DASB members stated that there are a number of opportunities for students to be involved in the governance of the College. Although the students feel they have the ability to participate, they agree that there is room for improvement in the process. Students feel that their individual schedules do not allow for them to attend College meetings on a regular basis. They also expressed concern over the continuity of information when students replace students on College committees. The Student Activities Office supports student participation in the shared governance of the College and assists in coordinating student schedules.

The College has authorized the establishment of planning and budgeting teams for Student Services; Instruction; College Services; and Workforce, Technology, and Economic Development. Each planning and budgeting team includes a student as part of its membership. Even though hours and days are adjusted to facilitate student participation, student attendance continues to be a problem for many committees. The Student Activities Office offers a student leadership class that is designed to support and develop student leaders. The curriculum for this course includes information on the College governance structure and the role of students in shared or participatory governance.

All Student Services program reviews include data collected from a student survey. The intent is to engage students in the analysis of information which will lead to program changes to best meet students needs.

Planning Agenda

- The Dean of Student Development and EOPS and DASB will develop a process for mentoring students who serve on institutional committees.

- The chairs and co-chairs of institutional committees will continue to work with students to be flexible on scheduling meetings to fit with students' class schedules.

5. ***Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.***

Descriptive Summary

Validated English, mathematics, and reading assessments and placement services are key elements used to support student success. The College uses assessment instruments and placement practices which minimize test and other biases. The instruments are evaluated regularly by the Counseling Division and members of the matriculation testing staff. This evaluation is intended to examine the validity of the assessment instruments and to determine whether there is any disproportionate impact on specific groups of students.

The selected assessment instruments used by the College are the Combined English Language Skills Assessment Test, Descriptive Test of Math Skills, Descriptive Test of Language Skills, California Chemistry Diagnostic Test, and the Computerized Placement Tests. The assessment instruments are on the California Community College Chancellor's Office list of approved instruments.

Assessment tests are given prior to the beginning of each quarter. The results are used by counselors and advisors during orientation and/or scheduled appointments to advise students on appropriate placement in math and English courses. Students scoring below an established cutoff score are referred to the Educational Diagnostic Center for further assessment to determine if they have a learning disability. Students whose native language is not English may be referred for ESL testing. All assessments are advisory, and students may enroll in courses of their choice, but students are advised to take courses consistent with their mathematics, English and/or ESL assessment scores.

Self Evaluation

In the 1998 survey of students, the majority of the students surveyed indicated a belief that the assessment recommendations were appropriate. The Dean of Counseling and Matriculation will continue to work with the Dean of Physical Science, Mathematics and Engineering and the Dean of Language Arts to ensure that assessment instruments used by those departments are appropriate and free of bias in accordance with the approved assessment list of the State Chancellor's Office.

Planning Agenda

- No recommendations at this time.

6. ***The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service, location, or delivery method.***

Descriptive Summary

In an effort to provide comprehensive services, essential student services including the Admissions and Records, Counseling, Transfer Center, Career Center, Assessment, Financial Aid, and Health Services Offices are open during the day and evening. Limited services are available during the weekend. Counseling classes are offered at a variety of times including evenings and weekends. All services are accessible and marked for easy identification. Some service areas, such as Health Services, Student Activities, Institutional Outreach, Dean of Student Development and EOPS, Financial Aid and EOPS are centrally located in the Campus Center to better serve students. DSPS services are decentralized and support efforts to mainstream students with disabilities into campus activities.

The College maintains regular contact with high schools through an Outreach Coordinator. Institutional outreach was recently reassigned to the Dean of Student Development and EOPS. The Dean of Student Development is responsible for developing an Institutional Outreach Plan. The plan will identify existing outreach efforts and needs of departments and programs which have an outreach component.

A Registration Planning Committee has been in place for two years. This committee has been examining the issue of access and has worked with the Vice President of Student Services to coordinate with other services on issues related to access, retention and success.

Bilingual (Spanish, Chinese and Vietnamese) staff are available in most Student Services offices and/or operations. The College has been focusing on creating a one-stop-shop delivery system. All A&R clerks who work at the front windows have been cross-trained to provide students with one-to-one assistance as they carry out multiple services for them, thereby reducing the need for students to wait in additional lines. During registration, additional temporary staff members are hired in all Student Services areas to accommodate students using those services.

Self Evaluation

The College provides a comprehensive array of services that are appropriate to its diverse student population. Students commented in the survey that they enjoyed attending De Anza because of the services offered. Most services are accessible for students with disabilities; however, increased accessibility to student services provided via the Internet must be addressed. The College uses telephone and Web registration and has implemented an Optical Character Reader (OCR) program to perform degree audits and develop student educational plans.

The College is addressing a number of needed improvements to provide more comprehensive services to students. These improvements include expanding the International Student Program, locating space for the STARS and SLAMS programs, expanding transfer services to students, and expanding the voice registration system of the College. Additionally, evening, weekend and summer services are being expanded. The Admissions Office and Counseling Center recently expanded and better coordinated their hours to be more available to evening students.

Planning Agenda

- Using program review information, the Vice President of Student Services will work through the Student Services Planning and Budgeting Team to prepare a comprehensive Student Services delivery plan that incorporates issues of accessibility, location, schedules, outreach and technologies to meet student needs.

7. ***The institution, in keeping with its mission, creates and maintains a campus climate which serves and supports its diverse student population.***

Descriptive Summary

According to April, 1998 figures from the District Institutional Research Office, the De Anza student population is composed of the following groups and percentages: Caucasian, 40 percent; Asian/Pacific Islander, 30 percent; Latino/Hispanic, 12 percent; Filipino, 6 percent; Black/African American, 4 percent; and American Indian, fewer than 1 percent. To address the diversity of its students, the College provides bilingual assistance during most business hours in several areas around the campus. The majority of personnel in the bilingual Student Services program are skilled in Vietnamese and English; however, assistance in

Spanish and Chinese is also offered. A number of vital special programs to attract and retain a diverse student body is regularly offered and described in Standard Three. In the Student Services area, these include: STARS, SLAMS, EOPS, and DSPS, DASB, ICC, CalWORKs, and the Occupational Training Institute, to name a few. In the Instruction area, examples include Honors, Interdisciplinary Studies, Collaborative Learning, Short Courses, Distance Learning and Contract Education.

De Anza College is strongly committed to maintaining a campus climate which serves and supports a diverse student population. This commitment is set in the Educational Master Plan (Doc. 5.09) of the College, the College Multicultural Plan, and the District Diversity Plan (Doc. 5.10). Further, the creation of a full-time diversity coordinator position has brought the College even closer to the goal of achieving "a participative stimulating environment where students of diverse needs, cultures and abilities may successfully obtain their educational objectives" (Doc. 5.11). Within this broadly stated goal resides a number of specific objectives related to the following: curriculum development, affirmative action, staff development, campus climate and student equity. Many of these goals were identified and highlighted as a result of the findings in "Diversity Evaluation: Final Report, 1996" (Doc. 5.12) presented to the Board of Trustees.

Self Evaluation

The College Diversity Advisory Council has established four diversity teams comprised of faculty, staff and students to address student equity, multicultural curriculum development, staff development for diversity, and hiring and retention of a diverse faculty and staff. As an example of work accomplished in 1998-99, the Multicultural Curriculum Development Team worked successfully with the College Curriculum Committee in a joint effort to ensure that multiculturalism is reflected in all general education courses. In conjunction with this effort, a resource center has been established to house information that will be useful for faculty in implementing a strong multicultural curriculum. Faculty and staff throughout the College were recently invited to participate in the compiling of resource material by contributing their individual expertise and knowledge of resources on cultural diversity. Involvement of faculty and staff in this way is helpful in creating ownership of and commitment to College goals for diversity.

The recognition of the diverse cultural heritage of the student body has for many years been a joint effort of the De Anza Associated Student Body and Student Services. Well-attended and successful functions aim to bring the entire campus together to learn about and celebrate the history and cultural patterns of our students. Through participation in such events as Black History Month, Latino Awareness, Women's History Month, American Indian Pow Wow, Asian History Month and even a Multicultural Week (during which cultures are recognized simultaneously), the entire College community gains respect for the presence and contributions of all its members.

Efforts to support and serve the increasingly diverse student population continue to be a challenge. The results of the student survey indicate the need to improve the social environment and the sensitivity of faculty and staff. The College identified multiculturalism as an important area of concern and incorporated it into the learning community structure of the College. Although the learning community structure has been replaced, the College has included diversity and multiculturalism as components of the program review process.

The Educational Master Plan emphasizes the work to be done in building a climate of learning for a diverse student body. Specific outcomes and timelines for their accomplishment are identified in the Educational Master Plan to improve access and aid the success of the diverse populations served by the College.

Planning Agenda

- College Council will oversee the development of a systematic method for the periodic assessment and tracking of students' perceptions of the College climate as they relate to the support of their diverse needs.
- The Diversity Coordinator will work with the Staff and Organizational Development Office to offer courses and workshops and to facilitate dialogue within departments to address diversity issues on campus. The teaching of specific skills and pedagogies to increase the multicultural competencies of faculty and staff will be incorporated in this effort. Training to promote advocacy in hiring applicants from historically underrepresented groups will also be emphasized.
- The Diversity Advisory Council will work with the Academic Senate and other groups to develop a resource bank of theories, research, and proven best practices that address equity and diversity in higher education. That information will be used by faculty and staff to improve programs and services for a diverse student body.

8. The institution supports a co-curricular environment that fosters intellectual, ethical, and personal development for all of its students and encourages personal and civic responsibility.

Descriptive Summary

An active co-curricular program creates a dynamic campus climate. An important function of student government, student activities, and student clubs is to promote personal and civic responsibility.

Currently, there are 39 active student clubs on campus (Doc. 5.13). Each quarter a Club Day activity is held. All clubs have volunteer faculty and staff advisors who advise and guide club leaders and assist with activities and budget management.

Student clubs are very active on campus and in the community. Many of the clubs have club-sponsored, fund-raising activities as well as activities to solicit membership. The College has an activity area adjacent to the Campus Center which is available to students to use to promote club activities or for any activity sponsored by students. Faculty, staff and community members may also schedule the area, which includes a stage and a public address system.

DASB is an important contributor to the College. In 1998, DASB purchased more than $200,000 worth of computers for the Open Media Lab and annually allocates approximately $455,000 to other College activities, programs and departments.

A campus newspaper, *La Voz*, is written, designed and published by journalism students. The newspaper receives its funding from the sale of advertising and from DASB.

A student lounge, called the Fireside Room, is located in the Hinson Campus Center and may be reserved for special events. It is used to host a variety of functions for students, staff and faculty and also is used by students for studying and relaxing. The Campus Center provides office space for members of the DASB and ICC and also houses the DASB meeting room. Also located in the Campus Center are a food services area, coffee shop, coffee stand, and food booths.

Standard Five

Student Support and Development

Student government offices are located in the Campus Center and provide a number of DASB services to students. The Inter Club Council also has an office and club room adjacent to the area which houses the DASB. Staff members of the Student Activities Office provide primary coordination of co-curricular programs sponsored by the DASB and ICC. The office includes one full-time faculty coordinator, one full-time program advisor, a full-time program assistant, and several student helpers. The Coordinator of Student Activities reports to the Dean of Student Development and EOPS. Officers of DASB and members of the Student Activities Office have held offices on the regional and state level of a student legislative organization.

Self Evaluation

Participation in student government, student clubs, the Inter Club Council, and the newspaper enables students to learn and develop personal and civic responsibility. The College supports a Student Activities Office that includes a full-time faculty coordinator and one full-time program coordinator. Student government is important to the success of De Anza. The DASB is a major contributor to the activities of the College.

Planning Agenda

- No recommendations at this time.

9. Student records are maintained permanently, securely, and confidentially with the provision for secure backup of all files regardless of the form in which those files are maintained.

Descriptive Summary

Student records are maintained permanently, securely and confidentially with the provisions for secure backup of all files. Official student records are maintained in a locked room located in the Administration Building. The College is in the process of scanning all records to eliminate hard copies of all documents related to student records maintained by the A&R Office. The scanning of student records would make all records accessible to A&R staff, counselors and other appropriate people online. All records are maintained according to FERPA regulations. During the scanning process, a hard copy of records will be kept to ensure that all data are secure. Currently, student records are maintained on microfilm. Two copies of the microfilm are kept, one for daily use and one for backup. The backup copy is stored in a fireproof file cabinet. The student record database is backed up each night by computing services staff, and complete backup of all records is performed daily.

Self Evaluation

The College is planning to implement a degree audit program based on scanning technology which will allow most records to be scanned and will be made available online to counselors, advisors and other appropriate personnel. The issue of putting files online raises new questions concerning the security of online files.

Currently, files are maintained in a locked room. Access is limited to authorized personnel only. The College intends to eliminate all paper files as quickly as possible. Paper documents would be scanned immediately and destroyed following the confirmation of integrity.

Standard Five

Student Support and Development

The Admissions and Records Office is implementing optical character reader technology which will scan all records and maintain them in a database. The intent is to move away from maintaining paper records on students.

Planning Agenda

- No recommendations at this time.

10. The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.

Descriptive Summary

All areas of Student Services have been conducting annual program reviews since 1995. The program reviews were intended to evaluate services, identify student needs, and assess program strength and areas for improvement. The program review process was revised during the 1998-99 academic year and is related to the newly implemented planning and budgeting process of the College. The review examines each program and relevant outcome data, methods of service delivery, the quality of community and campus relations, fiscal issues, and student needs. The format used by Student Services is consistent with the instructional and administrative services program review document. Student Services initiated the newest cycle of program review in academic year 1998-99. Outside reviews are conducted for EOPS, DSPS and matriculation. Matriculation had a site visit in 1991 (Doc. 5.14). The information obtained from these reviews is factored into the planning and budgeting process of Student Services.

Self Evaluation

In 1995 the program review process was changed to include an annual review of all programs of Instruction and Student Services. The Student Services Planning and Budgeting Team is in the process of developing a Student Services program review instrument. In addition to internal program reviews, program or site reviews are also conducted by the California Community College Chancellor's Office for DSPS, EOPS and matriculation.

With information from program reviews and surveys, Student Services will be able to better address issues of customer service and customer satisfaction. Student surveys are being incorporated into the planning and budgeting process of Student Services.

Planning Agenda

- SSPBT will work with the Student Services Council to develop a student satisfaction survey instrument. All Student Services programs will be required to use this instrument and include the results in their program review documents.

Supporting Documentation

Doc. 5.01	De Anza catalog
Doc. 5.02	Schedule of Classes
Doc. 5.03	1998-99 Accreditation Survey Results
Doc. 5.04	Student Handbook
Doc. 5.05	Survival guide
Doc. 5.06	Matriculation Plan
Doc. 5.07	Academic Advisors - Job Description
Doc. 5.08	Student satisfaction survey
Doc. 5.09	Educational Master Plan
Doc. 5.10	Diversity Plan
Doc. 5.11	Diversity Advisory Council - Document
Doc. 5.12	Diversity Evaluation: Final Report 1996
Doc. 5.13	Listing of student clubs
Doc. 5.14	1991 matriculation site review

Standard Six

Information and Learning Resources

Information and learning resources and services are sufficient in quality, depth, diversity, and currentness to support the institution's intellectual and cultural activities and programs in whatever format and wherever they are offered. The institution provides training so that information and learning resources may be used effectively and efficiently.

1. ***Information and learning resources — and any equipment needed to access the holdings of the libraries, media centers, computer centers, databases and other repositories — are sufficient to support the courses, programs, and degrees wherever offered.***

Descriptive Summary

Information and learning resources at De Anza are organized into two separate organizational entities: The Office of Technology and Library Services. The Office of Technology, under the Dean of Technology, includes the Television Center, Distance Learning, Audiovisual Department, and Advanced Technology Center. Library Services, under the leadership of the Director of Library Services, is composed of the Library and the Open Media Laboratory.

In the last few years, De Anza has made considerable progress in making computing technology available on campus. Most of the instructional computing resources reside in two major buildings on campus: the Advanced Technology Center (ATC) and the Learning Resource Center (LRC).

The four-year-old ATC is the primary center for instructional computing resources on campus. Containing more than 750 computers in 14 different labs, it houses programs for Computer Information Systems, Computer Applications and Office Systems, business and accounting, Computer-Aided Design, mathematics, engineering, psychology, manufacturing and design, allied health, electronic music, animation, computer graphics and digital media, English composition, ESL and foreign languages, and film and TV. It is estimated that more than 10,000 students a day make use of the computing facilities in the ATC. About a third of the computers in the building are less than two years old; none is older than the building itself. Computer operating systems and platforms supported include Windows NT, Macintosh, Novell, and UNIX as well as numerous programming languages, instructional and desktop applications, and network protocols.

The LRC contains two computer labs for student access and one for staff and faculty training; all of them were constructed and installed with new equipment in the spring of 1997. The largest, the Open Media Lab, contains 90 computers, 13 video workstations, and 12 audio playback stations for use by students and faculty. The Open Media Lab is used by students on an open access basis to do online research, explore the Internet, access the online library resources, carry out class assignments, use multimedia applications assigned for classes, and prepare written reports. Open Media Lab staff perform the duplication of audio tapes for foreign language and ESL classes. The Faculty and Staff Lab contains 16 computers and one instructor station for training staff and faculty in the use of computer applications. Staffed by one full-time technology trainer, the lab has offered numerous classes since it opened for business in the summer of 1998 (Doc. 6.01). When not being used for classes, this lab is available for full- and part-time faculty to use as a development lab to prepare materials for classes. A third computer lab in the LRC, the Internet Lab, contains 20 computers used for Internet research, library orientations, and library instruction. When not in use for these purposes, the Internet Lab becomes an "open lab" for student use.

Computers in the Open Media Lab and the Internet Lab are available 70 hours a week while the Library is open. The Faculty and Staff Lab is open 50 hours a week and is available for use when training classes are not being offered. In addition, the Library contains 10 workstations for accessing SIRSI, the online catalog of Library holdings and other licensed databases. All computers in both the ATC and the LRC are networked for access to the Internet and to internal resources.

Although most of the campus computer labs are located in these two buildings, there are also two other labs accessible to students on campus. The Journalism Lab, located in the L4 Building, houses 20 high-end computers for journalism classes and the production of the student newspaper *(La Voz)*. The second lab, located in the Campus Center, was provided and fully supported by the De Anza Associated Student Body (DASB) and contains approximately a dozen workstations accessible for student use so they may explore the Internet, check E-mail, and work on assignments.

The College has also embarked on an initiative to supply current technology to all faculty offices on an ongoing basis. Through a refresh lease program, all faculty will receive new computers every three years using a phased-in approach. A third of the faculty already received new computers in the fall of 1998, a third received them during the winter quarter of 1999, and the last third will receive them in the fall of 1999. Three years from these dates, the faculty will receive new equipment, replacing their older machines at that time.

As part of a District project to wire every work location on campus with high-speed data ports, the College is also undergoing a major upgrade to its data network. With construction begun in 1997, all buildings are now connected with fiber-optic cable. The horizontal (internal) wiring is under construction during the 1998-99 academic year, and completion is expected by the end of the year. When the active equipment is installed and operational, the new network will bring very high-speed Internet access to all employee and student work areas in the College. The College recently connected to 4CNet to increase Internet capacity. That nearly tripled College capabilities by adding two more T1 lines to the District (bringing the total to three T1 lines) by using load balancing between De Anza and Foothill. The College expects a growth in demand for Internet services when the new network comes online and all faculty offices receive new computers. Even with increased capacity, demands for Internet accessibility will exceed College capacity before long.

The College also has a fully functioning TV Center which broadcasts educational programming to approximately 300,000 cable-connected homes in the South Bay Area 24 hours a day. Containing two fully equipped studios, the TV Center also serves as a training facility for students and provides them with direct, hands-on learning experiences. The TV Center provides broadcasting services for the College's Distance Learning Program which has approximately 8,000 enrollments a year. In addition, the TV Center operates one channel of public access programming for the city of Cupertino. With the expansion of cable channel capacities under new cable franchising agreements, a second educational channel will come online in the summer of 1999. The College fully expects that through joint power agreements with other South Bay community colleges (Mission, West Valley, Evergreen, San Jose City, and Foothill) this second educational channel capacity will extend throughout the larger South Bay cable broadcasting area within the next few years. In addition, the TV Center has equipment and provides support for satellite up- and down-linking, as well as ISDN-based videoconferencing.

Standard Six

Information and Learning Resources

Upon the opening of the new addition to the Learning Center in 1997, several new facilities came online to support Distance Learning. The program was able to move into new, considerably larger office space. Also, two new distance learning classrooms were constructed which allow for the taping or live broadcast of multiple simultaneous classes. One of these rooms was constructed as a classroom rather than as a studio to provide an environment more conducive to student interaction during the classes. The room is equipped with three remote-controlled, wall-mounted cameras which allows students to become comfortable more easily and quickly than in the TV studiowith its bright lights, cameras, and crew. As a result, the classes appear much more natural when they are broadcast. The second room contains similar equipment but without seating for students, and it serves as a location for faculty-controlled taping of lecture classes.

Without a doubt, the most important development for the Library and Open Media Lab since the 1993 Accreditation Self Study has been the completion of the Learning Center expansion project in 1997. The student seating capacity in the Library has increased from 550 to approximately 1,200. Small-group study rooms have increased from three to seven. The assignable square footage for Library Services has increased from 38,000 square feet to more than 49,000 square feet. Audiovisual Services has increased from 6,000 square feet to more than 9,000 square feet. Shelving capacity has doubled.

Of equal importance, the remodeling/expansion project incorporated substantial upgrades to the electrical and computer networking infrastructure. This development, along with sizable financial contributions from the DASB, has allowed the Library to open a 20-station Internet Lab and install 90 computer workstations in the Open Media Lab.

Another major change since the 1993 study occurred when the Library migrated from the CARL library automation system to the SIRSI library automation system in 1996. The move to a new automation vendor was precipitated by a perceived lack of customer support from CARL and a desire to install a more user friendly system for the population we serve. After a thorough analysis of competing systems by the entire Library staff, SIRSI was selected as the best vendor to suit our needs. (The Foothill Library staff participated in this analysis and migrated from CARL to SIRSI at the same time.)

While the Library book collection has remained at approximately 80,000 volumes, the number of print subscriptions has declined from approximately 500 titles in 1994 to a current 260 titles. Microform units declined from approximately 19,000 units in 1994 to 9,117 units currently. Most of this decline resulted from a shift in financial resources to database subscriptions providing full text articles from thousands of journals and newspapers. During most of the period covered by this study, the Information Access Company was the Library's primary database resource. With the beginning of the 1998 fiscal year, the Library added the following database subscriptions: UMI's Proquest Direct, EBSCO Publishing's EBSCO Host, Electric Library, College Catalogs Online, Mercury Center of the San Jose Mercury News, and SIRS Researcher. During the 1998-99 academic year, librarians will evaluate all database subscriptions. Only those databases considered essential will be renewed in the 1999-2000 academic year. Students, faculty, and community users have access to the Library collections via the Library Web page. They can search for materials housed in either the De Anza Library or the Foothill Library by title, author, and subject. They can discover if a particular item is on the shelf or checked out.

They can check their own Library record to see if they have any fines for overdue materials. In addition, many of the Library full text periodical databases are available for searching from any computer on campus.

Self Evaluation

The College has much to be proud of with its implementation of technology on the campus. In 1997, Yahoo! Internet Life magazine named De Anza the No. 1 most electronically wired community college in the country. The Advanced Technology Center houses more than 700 computers, all used for instruction. The College has embarked on two ambitious plans: 1) to install a high-speed, fiber-based ATM network to every work area in the College; and 2) to place and maintain current computers in the office of every full-time faculty member.

However, significant challenges remain. There is a need to develop a plan for refreshing all technology on campus on a regular basis, not just faculty office computers and strategically important computer labs. There is a need for a more effectively organized technology support group and for additional staff to support all the technology in the College. Areas of special need for staffing are in the areas of faculty instructional support (Web development, effective pedagogical uses of the technology, training, instructional design, and graphics development), software support, staff management and supervision, and the creation of a help desk.

During the 1996-97 academic year, faculty, classified staff, and administrators were surveyed to ask their opinions about technology. Because of the depth of the study and the high response rate, it was decided to perform this survey every two years. A second study was conducted in 1998-99. Results of the 1998-99 survey said 78.4 percent of respondents agreed or strongly agreed that the College provided them with a computer for their work and nearly 70 percent indicated that their computer was adequate for their needs.

The proposed District Technology Plan (Doc. 6.02) developed in 1996 indicated that the District should proceed on a number of fronts. To date a substantial part of that plan has been put in place, most notably the installation of a high-speed, fiber-based network to every workplace in the District and an increase in the number of current computers in instructional labs, classrooms, and faculty offices. However, due to the high impact of this effort, deficiencies in staffing levels and organization became even more obvious. In the summer of 1998, an outside consulting firm, Collegis, was hired by the District to perform an independent analysis of staffing and organization. The Collegis Report (Doc. 6.03) made the following recommendations:

1. Reorganize IT management and support. Consolidate technology resources under a CIO (Chief Information Officer).
3. Enhance IT functional management.
4. Establish a technology governance structure.
5. Focus on client support.
6. Provide specialized support for instruction.
7. Implement student support systems.
8. Implement new administrative systems.

Those recommendations are now proceeding through the governance process to determine what and when to implement.

Despite cost overruns and budget cuts, the completed Learning Center expansion/remodel project has resulted in a facility far superior to what existed prior to construction. The Library is now housed in a facility appropriate for current and future enrollments. There is adequate room for expansion of the book collection. Computer and electrical wiring has been added to incorporate current and future technologies.

One of the main deficiencies that has surfaced since the remodel is the lack of adequate storage for videotapes in the Open Media Lab. As funds become available to expand the videotape collection, the storage problem will have to be addressed.

The 90 computers in the Open Media Lab were purchased by the DASB in 1997. Funding for upgrades and/or replacement has not been allocated, but will be requested through the annual planning and budgeting process of the College.

While the Library faculty and staff continually monitor the effectiveness of the Library automation system, the move to the SIRSI system is meeting expectations.

The size and quality of the book collection deserves attention. By American Library Association and Association of College and Research Library standards (Doc. 6.04), the College should have a collection of 125,000 volumes. Years of inadequate or (during some years) nonexistent book budgets have kept the collection at less than 80,000 volumes. Library faculty believe strongly that expanding online reference resources should not be at the expense of the book collection.

Not only is the collection too small for a college the size of De Anza; it can be characterized as being old and out of date. There has not been a concerted weeding of the collection for the past 10 years, and the multicultural nature of the student body is not reflected adequately in the collection.

The sharp reduction in the number of periodical and microfilm subscriptions has been deliberate and is justified by the expansion of database subscriptions. In deciding which databases the Library will use, Library faculty consider the number of journals in the database, the number of full-text articles provided, and the depth of the retrospective coverage. With the increasing availability of online databases, the demand for print and microform journals and newspapers has dropped dramatically.

Finally, the Library will continue to expand campus-wide and community-wide access to its resources.

Planning Agenda

- College Council will evaluate the role of the college in the Collegis recommendations and move forward to implement those that are appropriate as soon as possible. Particular attention will be paid to the recommendations regarding instructional uses of technology.

*2. **Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.***

Descriptive Summary

The De Anza shared governance model includes a Technology Team as an integral part of the governing process. Co-chaired by the Dean of Technology and a faculty member, this committee consists of two representatives each from classified staff, faculty, and administration and includes a student member selected by the DASB. In addition, there is an ex-officio member representing District Information Services. This group is responsible for recommending policies regarding technology use on campus. It also has established subcommittees to create standards for hardware and software acquisition, Web presence and the creation of multimedia consoles (smart classrooms). The subcommittees each include representatives from faculty, administration, and classified staff. Establishing standards in these areas have begun to streamline both processes and support issues on campus. In the area of hardware and software standards, users can now order computers simply by specifying the type of configuration they want (e.g., an office Macintosh system or a classroom Windows standard), thus saving them and technicians time in individually specifying every computer ordered. It creates additional efficiencies in support by reducing the number of brands and models that are in the College inventory. Because these standards were developed through the governance structure with input from all constituency groups, they were rapidly and widely accepted.

How instructional equipment money was allocated to the colleges the last two academic years illustrates how the shared governance model is tightly interwoven into the College decision-making process. During the first year, requests for equipment funded through this manner were solicited by the program review team and shared with the Technology Team for review and recommendation. In the second year, the Budget Team was included, and a representative group from each team (program review, budget, and technology) planned the process for allocating equipment requests. All stakeholder groups were included throughout the process. Over the last two academic years, the College has received and disbursed in this manner nearly $3 million for equipment.

Library and Open Media Lab materials are selected, acquired, organized, and maintained primarily to support the College curriculum as outlined in the District Library Materials Selection Policy (Doc. 6.05). College faculty, including librarians, have primary responsibility for selection, while input from students is encouraged.

Suggestions for purchase can come directly from faculty. In addition, each of the six librarians is assigned as a liaison to one or more academic divisions. Working with their academic divisions, librarians are encouraged to meet with faculty and attend division meetings. In addition, librarians channel publishers' catalogs and other selection aids to division faculty, encourage division faculty to evaluate library collections in their subjects, receive faculty recommendations for purchase, and maintain ongoing, two-way communication between the Library and the divisions.

Self Evaluation

The shared governance model at the College has worked well in the following areas pertaining to technology policy and decision making: the development of hardware, software (Doc. 6.06) and Web standards; the prioritization of faculty computers for offices; the implementation of a refresh lease plan for computers in labs and offices; the standardization of subdomain names for the campus network (Doc. 6.07); the development of a plan for ensuring that classified staff have sufficient access to computers; and the development and implementation of a campus-wide, computer use survey (Doc. 6.08). All of these activities have helped the College provide appropriate technology to students, staff, and managers.

The Library is working from a materials selection policy developed, adopted, and implemented in 1967. Technology, student demographics and the College curriculum are vastly different today. While the core philosophy of the selection policy is valid, the policy needs to be re-examined and updated.

Having librarians serve as liaisons to the academic divisions has proven to be an effective way to ensure two-way communications between the Library and divisions. However, this has not led to division faculty assuming primary responsibility for the selection of library materials as anticipated. That may be attributed to several things including a lack of interest in "library issues" within the academic divisions and absence of Library administration monitoring the policy.

Standard Six

Information and Learning Resources

Other than money that came from the state as part of the Learning Center expansion/remodel project, the library (as all other divisions) has not had an ongoing, capital equipment budget to purchase books and other Library materials other than the Learning Center Endowment Fund in the District Foundation. That is a College-wide concern and is addressed in Standard Nine of the Accreditation Self Study.

Planning Agenda

- Library staff will work with their Foothill Library counterparts to review, revise, and update the Library Materials Selection Policy.
- The Director of Library Services will re-invigorate, monitor and evaluate the librarian liaison to academic division practice.

3. ***Learning resources and appropriate training in their use are readily accessible to students, faculty, and administrators.***

Descriptive Summary

In recognition of the growing need for training in the use of technology, the College created the new position of technology trainer, which was filled in January of 1998. Classes offered by the trainer, which vary in content, are almost always fully subscribed and always receive strongly complimentary reviews. The first offerings are intended to be very basic; and as the sophistication of our users grows, the curriculum will be modified accordingly.

The ATC is open from 7:00 a.m. until 10:30 p.m. Monday through Friday, and 8:00 a.m. to 3:30 p.m. on Saturdays. Library hours during the academic year are Monday through Thursday from 7:30 a.m. until 9:00 p.m., from 7:30 a.m. until 4:00 p.m. on Fridays, and from 9:00 a.m. until 4:30 p.m. on Saturdays. During the six-week summer session, the Library and Open Media Lab are open Monday through Thursday from 7:30 a.m. until 7:00 p.m.

Within the Library, students, faculty, staff, administrators and community users can perform library research and access library collections in a number of ways. At the reference counter, patrons have access to 10 computer workstations. The Library Internet Lab provides access to 20 workstations. The Open Media Lab provides access to 90 workstations. From these locations patrons have full and complete access to the Library collection, the databases to which the Library subscribes, and a gateway to the Internet. Elsewhere on campus, facilities equipped with computers and network access can perform all the functions outlined above.

Off campus, those with an Internet connection can access the Library Web page. From the Web page they can search the library book and video collections as well as EbscoHost, a licensed periodical database.

Self Evaluation

The College is committed to providing training for all staff and faculty in the use of technology. An indication of this commitment was the creation and staffing of a full-time technology trainer position during the 1997-98 academic year and the creation of a 16-station training lab to support technology training. During the 1998-99 year, survey results (Doc. 6.09) indicate a very high level of satisfaction with this training. Of those responding, 63.8 percent found the College-supported technology training to be moderately to very useful while only 6 percent found it "not very useful." The remaining 30 percent had no opinion, perhaps indicating that they had not yet taken part in the training provided. When the new network is installed, all employees will receive training in its use.

Standard Six

Information and Learning Resources

A recurring theme in the Library annual surveys is the criticism of the number of hours the Library and Open Media Lab are open. The number of open hours is primarily a function of the size of the staff and the size of the budget. Even now, casual hourly and part-time librarians staff weekend and evening hours in both facilities. Expanding hours later into the evenings and adding weekend hours would necessitate increased spending for additional part-time staff. At current budget levels, that would not be possible. In addition, past experiments in extending hours in the Library prior to final exams has demonstrated limited success in attracting students. The Library staff is convinced, however, that extending hours in the Open Media Lab would have a positive result. There is a demonstrated demand for use of the Open Media Lab computers that would certainly extend to any additional open hours for which funding could be obtained.

Increased access to Library resources remains a prime consideration on the part of librarians and Library staff. As already mentioned, one of the prime considerations in deciding whether or not to add a particular database to the Library is how widely that database will be accessible to the College community.

The 20-station Library Internet Lab funded primarily by the DASB was primarily intended as an open lab for student use. As situations have evolved, the lab is being used more and more to support the Library instruction curriculum and Library orientations which leaves fewer and fewer hours as an open lab. Purchasing computer and computer projection equipment for the underutilized Library classroom would take pressure off the Internet Lab and make it more available to students on an open basis.

Planning Agenda

- No recommendations at this time.

4. ***The institution provides professionally qualified staff sufficient to provide appropriate instruction and support to users of information and learning resources. Faculty, staff, students and administrators are provided with training in the effective applications of technology to student learning.***

Descriptive Summary

Current staffing in technology is divided into the Audio Visual Department (six full-time positions), Distance Learning (four full-time positions), TV Center (six full-time positions), ATC tech support staff (five full-time positions), and the Office of Technology which includes the dean plus two staff assistants and the technology trainer. The total full-time staff is 25.

The College has recognized for several years that current levels of staffing for technology support are not sufficient to meet technology users' needs and has taken steps to correct the situation. While recognizing that it may be impossible to keep up with technology advancement and all user needs, the College has created and staffed five new technology positions within the last three years. Those positions are an electronic technician (for hardware repair) in the AV department, a technology trainer (discussed earlier), a workstation/network technician (to provide further support for the instructional labs in the ATC and the Open Media Lab), and two secretarial/clerical positions (to support the daily activities of the Office of Technology and to maintain an inventory of equipment, software licenses, and maintenance contracts).

The Technology Team recommended during the spring quarter of 1998 that an additional six new positions be created as soon as possible. Those positions were a Web site administrator, a technology support supervisor, two software support technicians, an NT server administrator, and another secretarial/clerical position to create, maintain, and manage databases on hardware and software inventory, software licenses, and hardware maintenance contracts. College administration allocated funds for approximately three positions. One position (the secretarial/clerical position) was filled almost immediately with an internal transfer.

These four staff positions support distance learning classes: a distance learning coordinator, an assistant coordinator, and two instructional associates. Considering recent growth in this area and anticipated future growth, this staffing level may not be adequate to keep up with demand.

TV Center full-time staffing consists of positions for a producer/director, a chief video engineer, a TV engineer, a teleconference coordinator, and a public access director. The center uses temporary and student employees to complement this staffing level.

Since the last Accreditation Self Study, the College has reorganized. With the retirement of the Dean of Learning Resources in July of 1998, the position was eliminated and the Library and Open Media Lab now report to the Dean of Academic Services who reports to the Vice President of Instruction.

The Library has six full-time librarians and a part-time (.5 FTE) librarian. The six full-time librarians are assigned as follows: Director of Library Resources, reference coordinator, instruction librarian, catalog librarian, special collections librarian, and automation librarian. Four of the full-time librarians currently take on the additional responsibility of providing reference/research assistance to patrons Monday through Friday during the day. Part-time librarians are contracted to provide reference/research assistance during evenings and Saturdays.

In addition to these academic employees, the Library has 7.5 FTE library technician positions assigned as follows: three library technicians assigned to technical services, two library technicians assigned to circulation, one library technician assigned to reference and information services, and 1.5 FTE library technicians assigned to the Open Media Lab. The Open Media Lab also has a full-time computer lab coordinator.

Five hourly employees and between 50 and 75 District- and work study-funded student assistants provide additional support.

A reference coordinator oversees the Library Orientation Program. All librarians are available to conduct library orientations. Orientations can be general or tailored to the specific needs and requests of a faculty member.

Self Evaluation

Although the College has created new staff positions, professional technical staff levels are inadequate to meet the demands of users. That was recognized in the District Technology Plan completed in 1996, reiterated in the technology survey conducted in 1997 (Doc. 6.10), and further emphasized by the Collegis Report in 1998. The 1999 computer-use survey also found that 47.8 percent of those surveyed disagreed or strongly disagreed with the statement that the College provides adequate technical support.

Under the new administrative structure, the Director of Library Services reports to the Dean of Academic Services. Those working in the Library are concerned that, with the loss of a Dean of Learning Resources position, the Library voice in administrative decision making has been weakened. To address this concern, the Vice President of Instruction has committed to holding continuing standing meetings with the Director of Library Services.

Professional and classified staffing levels in the Library fall short of those recommended by the ALA. As a result, staff have not been able to engage in new initiatives or expand hours of operation. Materials move slowly through the acquisitions/cataloging process because there is not adequate staffing to move materials more quickly.

Beginning in 1998, a full-time librarian was assigned to library instruction. This was done at the expense of having that position available for reference service. The shift was necessary to develop and implement new curriculum related to searching the World Wide Web and to revise and update existing Library curriculum. While the curriculum was revised and new curriculum was developed, approved, and implemented, enrollments in all course offerings remain low. Library staff have not had time to develop a marketing strategy to increase enrollments in library courses. For the past five years, the Library has requested an additional instructional position to focus on information literacy. The position has not been approved, and the development of an information literacy curriculum has stalled.

Open Media Lab proposals to increase staffing for the expansion of the Learning Center have not been fully implemented (Doc. 6.11). However, the .5 FTE library technician position has been increased to a full-time position.

When the Dean of Learning Resources position was eliminated in 1998, the staff assistant position associated with it was also eliminated. This left Library Services with no clerical support, and staff members are responsible for their own clerical work. While this system has worked in the short-term, it is an inefficient, expensive way to handle clerical/secretarial tasks.

Because of the small numbers of contract employees, the Library spends a large amount of money for part-time, hourly, and student employees.

Planning Agenda

- The College will work jointly with the District to reorganize technology support.
- Under the leadership of the Dean of Academic Services, the Library staff will develop a strategic plan for Library Services which integrates the delivery of services with the Technology Plan.

5. ***The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information resources.***

Descriptive Summary

The College has begun a systematic plan to fund technology on an ongoing basis through three-year, computer refresh leases. As of May of 1999, approximately 350 computers have been acquired in this manner (220 new faculty computers and 130 computers for the Computer Applications and Office Systems Department). During the summer of 1999, another 152 computers will be added to that list for the CIS, Computer Graphics, Photography and Electronic Music Departments and the Assessment Center. During the fall quarter of 1999, approximately 90 more faculty offices will also have new leased computers installed. By the end of 1999, almost 600 computers will have been acquired on a three-year, refresh lease basis which demonstrates the College's commitment to funding computer technology on an ongoing basis. The College will continue to increase the amount of leased equipment as budgeting and funding allow until virtually all computers are acquired in this manner. That will ensure a steady-state budget for technology.

Whether purchased or leased, every computer being ordered includes a three-year, on-site extended warranty. Computers acquired before extended warranties were put in place are maintained and supported by the AV

Department which has factory-authorized service technicians on staff.

For the past five years, the Library operating budget has hovered between $200,000 and $250,000. During the years covered by this study, the operating budget has been augmented by state instructional materials/equipment money which has ranged from $50,000 to $80,000 per year and by a one-time $85,000 grant from DASB in 1997. Those additional funds brought the Library Services operating budget to acceptable levels.

The inconsistency, unpredictability, and inadequacy of funds during the past five years have contributed to end-of-the-year Library budget deficits.

The only capital equipment budget to which the Library has access is the College-wide instructional equipment and library materials allocation from the state. Equipment, new books and library materials have been purchased through state-funded instructional materials/equipment and Library expansion funds.

Self Evaluation

Although the College has clearly made a commitment to steady-state funding of technology acquisition through its refresh leasing initiative, the budget allocated for operations, support, and equipment repair is insufficient for a College of this size and technological sophistication.

Library Services funding can be compared over the past 30 years to standards of the American Library Association (ALA) and Association for College and Research Library (ACRL) standards (Doc. 6.03). For the first 10 years of its existence, the Library was budgeted at adequate levels. During the remaining 20 years, there was only an occasional fiscal year during which the Library was adequately funded. Using ALA and ACRL standards for the period covered by this accreditation study, the Library has been under-funded in terms of operating budget, capital budget, and materials budget.

Years of underfunded budgets have a cumulative, negative effect. There has been very little expansion of services with the notable exception of the Open Media Lab, which as a result of state funds for Learning Center expansion projects experienced a complete transformation and expansion of services and personnel. The expansion project resulted in more seating and more shelf space for the Library, but the level of service to students and faculty has remained substantially the same. The added shelf space sits empty because of inadequate materials budgets.

On a positive financial note, during the 1998 fiscal year, the Library became viewed as a College-wide service. As such, it received $100,000 from the College instructional equipment allocation. In addition, the $75,000 for library databases was taken from state Technology and Telecommunications Infrastructure Program (TTIP) funds instead of from library budgets. Since TTIP funding is set to expire in three years and ongoing instructional materials/equipment money is questionable, this does not represent a permanent solution to Library Services budget problems.

Working with the College President and the Marketing/Communications Director, three major community events were held to raise funds for a library endowment. The goal was to build an endowment of $1 million. Currently, there is just over $250,000 in the fund. Since 1997, nothing has been added to the endowment; and there are no efforts underway to increase the fund.

Standard Six

Information and Learning Resources

Planning Agenda

- The Dean of Technology will work with the District to develop a realistic operating budget for technology operations, support, and equipment repair.
- The Vice President of Instruction will work to establish as stable a funding base as possible for the acquisition of library materials and equipment through the instructional planning and budgeting process.
- The Director of Library Services will develop and implement a plan to increase the library endowment fund.

*6. **When an institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.***

Descriptive Summary

Internet access is currently handled by the District Information Systems Services Office (ISS) and is not a College responsibility. However, as with all community colleges in California, a portion of College Internet connectivity is provided through CSUNET. The District also provides additional Internet connectivity through a commercial provider to increase bandwidth beyond that provided by CSUNET.

De Anza actively participates in a joint powers agreement (Doc. 6.12) with South Bay Area community colleges (Foothill, Mission/West Valley, and San Jose/Evergreen) to serve as the cable TV headend for video distance learning programming. Under this agreement, the colleges jointly provide educational programming to approximately 300,000 South Bay cable TV subscribers. Since De Anza has a complete TV Center staff and production facilities, as well as the connection to the cable network, this agreement has worked very much in favor of De Anza, allowing the College to provide virtually all of the programming.

The Library regularly borrows materials from other institutions and lends materials to other institutions in accordance with ALA Interlibrary loan codes (Doc. 6.13) and borrows and loans materials through OCLC.

The Library has agreements with database vendors such as UMI (Doc. 6.14), EBSCO (Doc. 6.15), and Electric Library (Doc. 6.16). These agreements are formal, in writing, and becomes a part of the District purchasing agreement.

As outlined earlier in this document, professional Library staff evaluate all potential database contracts in terms of what will best serve students, faculty, and community patrons.

Self Evaluation

Cooperative agreements between the Library and other libraries in the area and statewide are very important. Over more than 30 years of its existence, the Library has experimented with several cooperative arrangements, primarily on the local, Santa Clara County/Bay Area level. While those arrangements have proved somewhat beneficial to the Library, the effort required to create and maintain such arrangements proved too great.

For the past five years, various statewide professional library organizations have been exploring the possibility of formally linking all California libraries (public, academic and special). In 1997-1998, a plan (Doc. 6.17) was developed and presented to the governor and legislature. To move the project ahead, the legislature and governor approved $5 million at the end of 1998. As stated in the legislation, "The Library of California is a statewide plan to bring together the information and resources of all 8,000 California libraries (university, college, research, corporate, hospital, institutional, law, medical, museum, public, special) for the use of all Californians, from each California Library." The Library of California project has gone beyond the talking stage and has moved into the implementation stage. Once implemented, it will have tremendous positive implications for the De Anza Library in terms of the information resources the library can make available to students and faculty.

Planning Agenda

- Library staff will play an active role in developing the Library of California.
- Library and technology staff will play an active role in state-wide planning for technology implementation, influencing policy and plans related to technology fees, state-wide networking, and videoconferencing.
- The Dean of Technology will lead the work effort with South Bay community colleges to bring additional programming via a second educational channel.

7. ***The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.***

Descriptive Summary

During the winter and spring quarters of the 1996-97 academic year, the Technology Team undertook a survey of all faculty, staff, and administrators to determine their technology uses and needs and how well those needs were being met. A second survey was conducted during the 1998-99 academic year to determine if uses changed and if needs were met. It is planned that this survey will be conducted every two years.

The results of the first survey made very clear that faculty need current computers in their offices. Since that time, the College has embarked on an effort to provide every faculty member with a current computer in their offices and to ensure that those computers remain current by acquiring them via a three-year refresh lease. The most recent survey demonstrated marked improvement in the area of providing computers to faculty and proves the importance of doing such surveys on a regular basis.

The Library participates in the College-wide program review process. Prior to the implementation of this process, the Library conducted its own internal program review on an annual basis since 1993. The program review consists of a narrative summary of the annual activities of each library department, a listing of Library annual goals and objectives, and a forecast of the direction the library will take in the following year(s). Two critical components of the library program review are the annual patron survey (Doc. 6.18) with interpretation of the survey results as well as an annual quantitative report of library statistics.

While the Library has a long history of collecting and evaluating quantitative statistics, it has made a concerted and successful effort in the past several years to focus on the qualitative evaluation of its resources and services. That has been made possible by the implementation of the annual patron survey.

Self Evaluation

The College-wide program review process has been in effect during the period of this Accreditation Self Study. On a positive note, the process forces library staff on an annual basis to re-examine goals and priorities, develop realistic and achievable objectives, and formulate requests for staffing and other budget needs. However, the Library Services program review has had only limited success addressing ongoing budget and staffing problems.

When the College-wide program review process was implemented, Library Services discontinued its own internal program review process. In many ways, the Library Services internal program review was more valuable to those working in Library Services. It was a document produced by library staff for library staff. It allowed each department within Library Services to conduct an annual review, to set goals and objectives, and to state budget and staffing needs. While it was a time-consuming document to produce, it was a worthwhile effort and should not have been abandoned.

The technology support organization should do periodic surveys of users, as it has in the past, to ensure that it is meeting the needs of its users (students, faculty, and staff). The results of these surveys should be used to guide planning and implementation of the technology.

Planning Agenda

- The Director of Library Services will re-establish the Library Services internal program review process as a part of the overall instructional program review process.

Supporting Documentation

Doc. 6.01	Fall 1998 Schedule of Training Classes
Doc. 6.02	Proposed District Technology Plan
Doc. 6.03	Collegis Report
Doc. 6.04	ALA/ACRL Library Standards
Doc. 6.05	District Library Materials Selection Policy
Doc. 6.06	Hardware and software standards
Doc. 6.07	Standardized Names for Subdomains
Doc. 6.08	Computer Use Survey, 1999
Doc. 6.09	Training Survey
Doc. 6.10	Computer Use Survey, 1997
Doc. 6.11	Open Media Lab Staffing Plan
Doc. 6.12	Joint Powers Agreement of the South Bay Six
Doc. 6.13	ALA Interlibrary Loan Codes
Doc. 6.14	UMI Agreement
Doc. 6.15	EBSCO Agreement
Doc. 6.16	Electric Library Agreement
Doc. 6.17	Plan for the Library of California
Doc. 6.18	Library Annual Patron Survey

Standard Seven

Faculty and Staff

The institution has sufficient qualified full-time and part-time faculty and staff to support its educational programs and services wherever offered and by whatever means delivered. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse ethnic, social, and economic backgrounds by making positive efforts to foster such diversity.

A. Qualifications and Selection

A.1 ***The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.***

A.2 ***Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.***

A.3 ***Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.***

A.4 ***Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.***

Descriptive Summary

(1) In the De Anza Educational Master Plan (Doc. 7.01), staffing patterns are reported as in Table 1 which follows. This report shows a total of 1,186 employees in 1993 and 1,090 employees in 1998. These figures represent actual employee counts, not authorized positions.

TABLE 1

De Anza 2005

Staffing Patterns

	1993	1996	1998
Administrators	36	33	35
Full-time faculty	292	292	280
Part-time faculty	560	570	495
Classified staff	298	277	280
TOTAL	1,186	1,172	1,090

(2) The criteria, policies and procedures for hiring employees in all categories are well documented in the Hiring Process Manual (Doc. 7.02). In the fall of 1997, all College administrators participated in an extensive review of the hiring procedures described in that manual. The manual also contains detailed policies and procedures for the hiring of temporary administrative, faculty, and classified employees.

The hiring procedures for full-time employees are quite rigorous and thorough. Once an open position is verified, a hiring committee is formed and a position announcement is developed. All positions follow the same process of recruitment and advertising, initial screening of written applications, personal interviews with the Hiring Committee, reference checking, and final selection. Issues of diversity are included in the training of each Search and Selection Committee for faculty and classified positions and are an integral part of the job description along with interviewing and selection procedures. Job announcements are available at the entrance of the District offices and in the hallway of the De Anza Administration Building that leads to the campus Mailroom. Additionally, those job announcements are now posted on the District Web site.

(3) All full-time positions have detailed job descriptions that follow a consistent format throughout the District, but which are reviewed by each Hiring Committee and developed into appropriate position descriptions. Every faculty job description emphasizes the importance of faculty being grounded in their subject, knowledgeable of the best pedagogies in their field, committed to student learning, and sensitive to the differences among students in a richly diverse campus environment. The hiring procedures for full-time and part-time faculty positions include a demonstration of teaching, counseling or librarianship skills.

(4) All full-time faculty and administrators are listed annually in the College catalog and include their qualifying degrees (Doc. 7.03). More than 18 percent of listed faculty and administrators hold doctoral degrees. Policy and procedures for equivalency, as well as minimum qualifications for faculty and administrators, are explained in detail in sections XII and XIII of the Hiring Process Manual.

Self Evaluation

The basic trend in hiring practices shows that the number of administrators has remained stable while the number of full-time faculty and full-time classified staff has shown a slight decline of 4 percent and 6 percent respectively, while student enrollments have risen by approximately 3 percent. While the slight decline is explained by authorized but unfilled positions due to a recent golden handshake, retirements and resignations, the greater concern is that authorized positions for faculty and staff have not increased as student enrollments have risen.

There is a great deal of concern and frustration throughout the College at the loss of full-time positions from 1993 to 1998. That has been a period of critical need to revise, diversify, and expand programs and services; and the dilemma is that fewer staff are being asked to take on more tasks. Providing more full-time faculty and classified staff have been the highest priority for Partnership for Excellence (PfE) funds. The College will hire at least four instructional faculty, three counselors, one faculty assistive technology specialist, and six classified positions with those funds.

While the College has worked very hard at improving and refining the hiring process for all faculty, the hiring process for part-time faculty needs additional improvement. There is a written procedure for part-time hiring which aims at bringing the process more closely in line with the rigor and thoroughness of the full-time faculty process. Last minute changes in schedules and staffing can result in less than adequate hiring practices. Ensuring broad hiring pools for part-time hiring has been particularly difficult, and many subject areas have found the pool of applicants for part-time positions dwindling. That difficulty in finding qualified candidates for part-time positions is especially acute in some areas (e.g., computer systems, nursing, reading and economics), which heightens concerns about ensuring qualified staff for all courses. The hiring of part-time faculty has been improved by the creation of a District database that can readily supply prospects to any department. The makeup of De Anza part-time faculty is relatively stable with about 75 percent reporting three or more years of service with the College. The rate at which full-time faculty members have been hired from within the part-time ranks shows no consistent pattern over the past six years, ranging from a low of 25 percent in 1995-96 to a high of 56 percent in 1998-99 and averaging about 40 percent (Doc. 7.04). College reliance on part-time faculty underscores the importance of developing hiring pools that reflect the diversity of the campus and the community. Improving diversity for full-time faculty is also a goal.

Standard Seven

Faculty and Staff

Planning

- Under the leadership of the College Council, the four planning and budgeting teams will establish staffing targets to lay the groundwork for increasing full-time faculty and classified staff, with particular attention to the full-time/part-time ratio and diversity.
- The Vice President of Instruction in conjunction with the District Human Resources Office will lead a study to recommend improvements in hiring practices, orientation, and support services for part-time faculty.

B. Evaluation

B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.

B.2 Evaluation processes seek to assess effectiveness and encourage improvement.

B.3 Criteria for evaluation of faculty include teaching effectiveness, scholarship or other activities appropriate to the area of expertise and participation in institutional service or other institutional responsibilities.

Descriptive Summary

(1) In accordance with Article 6A of the Agreement between Foothill-De Anza Community College District and the Foothill-De Anza Faculty (the Agreement) (Doc. 7.05), during the four-year tenure period, new full-time faculty are evaluated by a four-member committee usually including the division dean, members of the department and division, and an at-large faculty member from outside the division. New faculty are also evaluated by students quarterly; and they are required to write a self-evaluation at the end of the first, second, and fourth years of the tenure process. Both the administrative/peer evaluation form and the student evaluation form contain a set of statements which are used to evaluate faculty member performance and include a written narrative to describe areas of satisfactory or better performance and areas for improvement.

Article 6 of the Agreement explains in detail the procedures for faculty evaluations and stipulates that every regular faculty employee is to be evaluated at least once every three academic years. This article also contains deadlines to assure that the follow-up of evaluations is done in a timely manner. The evaluation process includes administrative, peer and student evaluations to the extent practicable based on the faculty employee's assignment. Official evaluation instruments for all faculty are contained in Appendix J of the Agreement.

Part-time faculty are also evaluated on a nine-quarter cycle using the same evaluation instruments as for full-time faculty. Responsibility for conducting the evaluations lies with the division dean, although the dean may appoint one or more designees (often department coordinators) to actually do the evaluations. That practice is often the case in areas faced with large numbers of new and continuing part-time faculty. Part-time faculty must be evaluated at least once during their first three quarters of employment. Failure to do so entitles the faculty member to receive reemployment preference if otherwise qualified.

Classified evaluations are monitored through District Human Resources. Forms are sent to supervisors in a systematic and timely manner. Classified staff receive two-month and six-month evaluations during a probationary period before being evaluated for permanent status by their supervisor (Doc. 7.06). Thereafter, an annual evaluation is conducted to enhance employee-supervisor communication regarding job expectations and professional growth.

The evaluation of administrators covers three areas: position responsibilities, annual goals, and behavioral skills (Doc. 7.07). The process also includes a self-evaluation with a development plan. New administrators receive a comprehensive evaluation each year for the first two years of service. The supervisor evaluates the administrator in all three areas, and input for behavioral skills is solicited from a broad-based group of responders selected by the administrator and supervisor. Thereafter, administrators are evaluated annually by their supervisor and receive a comprehensive evaluation every three years.

(2) The stated purpose of an official administrative evaluation of faculty is to "recognize outstanding performance, improve satisfactory performance and further the growth of employees who are performing satisfactorily, identify areas which might need improvement, and identify and document unsatisfactory performance and offer assistance in achieving the required improvement." Administrative evaluations review faculty employee performance "not only in the classroom, but in all of his or her contractual obligations."

The classified evaluation process includes periodic financial incentives based upon merit and service through a system that includes step increases and longevity awards. Unsatisfactory performance is formally noted through the evaluation process, and the classified employee receives improvement plans and recommendations in order to maximize job performance. Classified employees have added application forms for the Professional Growth Award (PGA) to their contract and have stepped up efforts to educate personnel to take advantage of this program.

(3) Faculty members who have served at least one full year at the top step of the appropriate salary schedule and have completed at least four years of service within the District are eligible to apply for the Professional Achievement Award (PAA). The PAA is a mutually agreed upon contractual provision intended to reward excellence in the performance of the faculty member's principal duties and to promote continued professional growth and special service to the College or District. Detailed criteria for the granting of that award — which includes documentation over a four-year period of professional growth activities, special service to the District, as well as administrative, peer, student, and self evaluations — are found in Article 38 of the Agreement.

Self Evaluation

All divisions are in compliance with the tenure review process. A faculty member is reassigned time to serve as a coordinator who supervises the process to ensure the completion of required activities. For the most part, all regular faculty are evaluated in a timely manner. In large divisions where there has been frequent turnover of division deans, some faculty may not have been evaluated in the past four or five years. In the case of part-time faculty, it is not clear that evaluations are consistently completed in a timely manner. In some departments at the College, the number of part-time faculty stretches the resources for supervision and evaluation so thin that assurance of quality teaching can be difficult to document. According to recent data from Administrative Services as shown in Table 2, part-time faculty members have received automatic reemployment preference because they have not been evaluated during their first three quarters of employment. Instructional administrators believe that the 1998-99 report will show marked improvement.

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TABLE 2

De Anza College

Administrative Services

Number of part-time faculty receiving reemployment preference due to non-evaluation:

Winter '97	Fall '97	Winter '98	Spring '98
25	33	22	39

There is some dissatisfaction with the administrative and student evaluation forms for faculty since there is a potential for a disconnect between the objective and narrative portions of the forms. The Faculty Association (FA) and the District are working on developing student evaluation forms for non-teaching faculty.

The District and FA are currently in arbitration over several issues in regards to the PAA. These issues include the method of evaluating PAA applications, the definition and scope of "special service," and the weight given to a single evaluation. After the arbitration is concluded, FA and the District will return to the table to negotiate Article 38 of the Agreement.

There has been widespread supervisor-classified staff dissatisfaction with the evaluation instrument used for classified staff. A task force was appointed in the summer of 1997 to revise the form. The revised evaluation form (Doc. 7.08) was field-tested and finalized with only minor changes. Implemented on May 1, 1999, improvements in the form include consistency in job performance standards and areas, more open communication between the supervisor and employee, and increased opportunities for professional growth. Separate training sessions for both managers and classified staff will help ensure successful implementation. The new classified evaluation form is an improvement over the previous instrument but there are unresolved issues. The evaluation instrument now provides for greater feedback to the employee, but contractual limitations prevent any peer review component.

Since 1997, administrator evaluation has been tied to pay increases through a pay-for-performance process. There have been difficulties with the new system, though, including the lack of sufficient training for supervisors, inconsistent criteria for evaluating performance, and general confusion among administrators about the process. Positive results include a new evaluation instrument with a focus on goal-setting, an evaluation process that is more structured than in the past, and consistency throughout the District. As initially agreed, a District-wide task group is presently reviewing the effectiveness of pay-for-performance in its second year (calendar year 1999). Recommendations will be made to the Chancellor and Board based on input from a survey of administrators (Doc. 7.09). The future of pay-for-performance is uncertain at this time, but there has been some success with the new evaluation instrument and with a process of goal-setting that is tied to College and District missions. Standard Ten, Section B.4, addresses the evaluation and accountability of administrators.

Planning Agenda

- The College recommends that the District Human Resources Office monitors the new classified evaluation process and reports back to the College on its effectiveness and suitability.
- The College will offer suggestions for the development of instruments for student evaluation of non-instructional faculty.
- The Vice Presidents will work with the Director of Budget and Personnel and the deans to eliminate the awarding of reemployment preference due to the lack of evaluation.

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Faculty and Staff

C. Staff Development

C.1. The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.

C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.

Descriptive Summary

(1) The Office of Staff and Organizational Development (formerly the Teaching Resource Center) continues to serve a leadership role at De Anza in promoting the professional development of all members of the De Anza academic community. To provide appropriate opportunities for personal and professional development, Staff and Organizational Development supervises the processes for allocating staff development resources. It also coordinates a comprehensive program of individual and institutional professional growth with the responsibility for planning, promotion, implementation and evaluation. The office is staffed by a full-time, 12-month faculty director; a full-time, 12-month classified administrative assistant; a half-time, 11-month classified clerical assistant; and a full-time, 12-month classified technology trainer.

Professional development opportunities for faculty, classified staff and administrators include funding for attending professional conferences, workshops, classes, seminars and other revitalization activities; a District-maintained program of professional development leaves (sabbaticals); and training/retraining stipends for faculty and staff. Throughout the year, Staff Development offers and supports training and workshops to build skills in the support of learning (collaborative learning, interdisciplinary teaching, learning styles, classroom assessment techniques, instructional skills, job skills, and customer service); to develop leadership skills (management development, communication skills, meeting and presentation skills, team building, and classified leadership development); to promote safety, health and personal well being (weight control, nutrition, coping with change, violence in the workplace, difficult people, ergonomics, and line dancing); and to support multicultural and diversity initiatives (credit classes in intercultural communication, white awareness, multicultural curriculum, diversity leadership training project, and effective teaching for a diverse student population).

Staff Development also has responsibility for several organizational development functions such as the orientation programs for new full-time and part-time faculty and for shared governance participants. It also oversees tenure review committee training and oversight (with the tenure review coordinator) of the four-year tenure review process, peer evaluation training, and an extensive program of computer and technology training in the Faculty and Staff Computer Lab which annually serves more than 1,000 faculty, classified staff, and administrators.

Funds for staff revitalization and professional conferences are available to faculty, classified staff, and administrators. Distribution of those funds is handled directly by a subcommittee which includes faculty, classified and administrative representation and is in accordance with published policies, procedures and criteria which are distributed to all staff members annually (Doc. 7.10). Professional conference funds are negotiated from AB 1725 categorical funding and from local College monies. In addition, District funds support a vigorous program of professional development leaves for faculty, classified staff and administrators.

(2) The De Anza Staff Development Advisory Committee consists of 10 members, representing a cross-section of faculty (4), classified staff (4), and administration (2) with the Director of Staff and Organizational Development serving as chair. The committee is committed to developing a flexible program which can (1) respond to the diverse professional needs of faculty and staff, and (2) support the institutional goals and mission. Currently, the committee is working to implement the comprehensive Three Year Human Resources Development Plan 1997-2000 (Doc. 7.11) developed in accordance with AB 1725. The committee monitors and assesses both professional and institutional needs on an ongoing, programmatic basis through a variety of assessment tools including short, frequently written needs assessment surveys; expressed needs of faculty, classified and administrative constituencies; and formal institutional plans such as the Multicultural Plan, Technology Plan, and Educational Master Plan. Individual members of the Staff Development Committee, as well as the director, are directly connected to overall College planning efforts since they participate as members of the Technology Team, the Diversity Advisory Council, College Council, and the Augmented Planning Group, 1997-99. Each of these planning initiatives incorporates a staff development component, and those components are also integrated into our Staff Development Plan. Since the Staff Development Office routinely and regularly collects participant evaluations for every training, workshop and class which is offered, the director and committee members use these evaluations and needs assessments to undertake an annual analysis and evaluation of activities and programs. That analysis includes measures of user satisfaction, program effectiveness and vitality, and relation to identified institutional goals and strategic initiatives. Based on the results of these analyses and the best judgment of the committee members, program activities and allocations for the coming year are determined.

The Office of Staff and Organizational Development works closely with the Classified Senate, Diversity Advisory Council and Academic Senate in the planning and implementation of professional development activities directly related to their respective interests. Many of these activities occur during the four non-instructional professional development (flex) days. According to the provisions agreed to between the District and the bargaining units, two of these days occur at the beginning of the academic year and are devoted to the Opening Day District, College and division activities. The third and fourth days occur at specified days during the remainder of the academic year and may be used for a wide range of activities sponsored by particular interest groups or by individual arrangement.

Self Evaluation

According to the results of the 1998 survey of faculty, classified staff and administrators conducted for the Accreditation Self Study (Doc. 7.12), more than half of the respondents agreed that all De Anza employees have appropriate opportunities for continued professional development. The highest percent of disagreement came from administrators and classified respondents (25 percent and 24 percent respectively) and the least amount of disagreement came from faculty respondents (19 percent).

Although the responses do not indicate a wide divergence of opinions, the differences support other assessments and seem to be attributable to issues of access, program design, and the limited total funding available. Full-time faculty have the greatest access to on-site professional development activities and consistently take most advantage of the funding available for off-site conferences and revitalization activities (Doc. 7.13). Classified staff are actively involved in those professional development activities which they perceive as most directly related to providing skills for enhancing their job performance (e.g., computer training). Classified staff are increasingly taking advantage of opportunities to participate in off-site activities, but their access to those activities is subject to the restrictions of workload and the unavailability of substitute coverage during an absence. Classified Senate is also actively engaged in developing an orientation program specifically for classified staff and hopes to be able to inaugurate the program at the beginning of the 1999-00 academic year.

Although part-time faculty have equal access to conference funds and are encouraged to participate in on-site professional development activities, their participation remains quite limited; and little headway has been made in offering staff development activities in which content and scheduling are specifically designed to address the needs of part-time faculty. Given the heavy reliance on instruction delivered by part-time faculty, the College needs to devote appropriate attention and resources — including a system of incentives and compensation — for quality staff development for part-time faculty.

Administrators generally receive instruction from their peers on the mechanics of managing forms, budgets, schedules, and so forth. The College has not been successful, however, at sustaining a program of management development workshops for administrative, faculty, and classified leadership positions that would address issues of organizational development, interpersonal relationships and team building, and supervisory and leadership skills development. Recent conversations with senior administrators indicate that they perceive a strong need for such a program, especially in light of the recent high turnover of senior and mid-level managers.

In the area of the budget for staff development, the College is still strongly dependent on categorical funding from AB 1725 to sustain the majority of staff development activities and programs. In fact, despite increased costs and increased demand for staff development services, the amount of that categorical funding has not increased but has shown a slight decrease over the past four years. There are two recent exceptions to this situation: 1) in the area of computer and technology training, College funds have supported the Faculty and Staff Computer Lab with the purchase of hardware and software and a full-time technology trainer position; and 2) new Partnership for Excellence funds have been designated at the District and College level to enhance staff development. Without access to additional resources such as Partnership for Excellence, the tenuous funding situation may very well put several excellent but costly, staff development activities at risk of being downsized or discontinued.

Since the last Accreditation Self Study and as a result of a College-wide reorganization, the Teaching Resource Center has undergone a name change (to the Office of Staff and Organizational Development) as well as a relocation in the organizational structure (from Learning Resources to the Vice President of Instruction to the Vice President of Student Services). These changes are indicative of the increasing participation of the office in the areas of institutional strategic planning and development. Staff development efforts have been very successful at promoting and firmly establishing many opportunities for individual personal growth and professional development. Feedback from faculty and administrators reveals a growing sense that staff development needs to find more effective ways of working with College programs and departments to support their programmatic needs and goals.

Planning Agenda

- The Director of the Office of Staff and Organizational Development will lead the effort to increase part-time faculty involvement in staff development through activities designed to meet the professional development and scheduling needs of part-time faculty.
- The Director of the Office of Staff and Organizational Development will develop and implement a sustained, ongoing program of leadership development for all leadership positions.

D. General Personnel Provisions

D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.

D.2 The institution regularly assesses and reports its achievements of its employment equity objectives, consistent with the institutional mission.

D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.

D.4 The institution makes provision for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.

Descriptive Summary

(1) Personnel policies are contained in the Board Policy Manual (Doc. 6.14) and on the Board shared fileserver. Included are policies on sexual harassment, equivalency, cultural diversity and academic freedom. District-wide collective bargaining units negotiate personnel policies and procedures regarding working conditions and compensation issues. Every three years a new agreement is negotiated by classified employees in two bargaining units, the SEIU and CSEA, and by the Faculty Association for all faculty employees. Compensation items regarding salaries and benefits are reviewed annually, and other contractual matters are opened upon mutual consent of the bargaining unit and the District. Through regularly scheduled contract review sessions, each bargaining unit addresses provisions of the agreements which may be in need of clarification. Management working conditions are outlined in the Administrators Handbook (Doc. 7.15).

(2) Tables 3A and 3B summarize information on ethnicity and gender of De Anza employees provided by the Human Resources Office and Institutional Research Office. Those data show a small increase (3 percent) over the past six years in the number of full-time faculty and classified employees who are people of color, with a larger increase (4.9 percent) among part-time faculty. The hiring of new full-time faculty shows no identifiable pattern. Full-time, female faculty numbers have increased by 3 percent over the past six years, in part due to the extraordinarily high percentage of women among the new full-time faculty hires. The gender ratios of all other employee categories have remained fairly constant.

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Faculty and Staff

TABLE 3A

Percent of Employees Who Are People of Color

	'93	'94	'95	'96	'97	'98
New FT faculty	40	14	50	36	15	27
All FT faculty	24	23	23	24	26	27
FT classified	41	43	41	44	44	44
Admin./Managers	32	30	31	30	45	34
PT faculty	14.4	—	—	—	—	19.3

TABLE 3B

Percent of Employees by Gender

	'93 M/F	'94 M/F	'95 M/F	'96 M/F	'97 M/F	'98 M/F
New FT faculty	20/80	29/71	38/62	32/68	15/85	50/50
All FT faculty	55/45	54/46	54/46	53/47	52/48	52/48
FT classified	36/64	33/67	33/67	33/67	34/66	35/65
Admin./Mgrs.	54/46	58/42	58/42	55/45	52/48	54/46
PT faculty	50/50	—	—	49/51	—	49/51

(3) All new employees attend an orientation session at the District Office to inform them of their benefits and of key provisions of their respective agreements. All full-time and part-time faculty are required to become members of the Faculty Association. All faculty members receive a copy of the Agreement and are kept current on contractual matters through regular communications from the Faculty Association in a newsletter entitled FA News (Doc. 7.16). In addition, during orientation sessions, new full-time faculty receive an Instructor Survival Kit (Doc. 7.17) and part-time instructors a Part-time Faculty Handbook (Doc. 7.18) in binder form, which is updated annually. These manuals contain the most essential information regarding instructional and personnel matters and procedures. Classified staff also receive copies of their agreements. The Administrators Handbook explains policies and procedures pertinent to managers and administrative personnel.

Faculty workload agreements regarding the number of assignments and class-size restrictions are clearly documented in the Agreement. In 1993-94, FA and the District undertook a study to review past and present workload practices in order to better define the problem areas that existed across the District, but the results did not lead to any significant change other than the elimination of the use of a pay factor for computing part-time pay. Part-time assignments are now paid according to load factors, the same as full-time assignments. Working conditions and the responsibilities of classified staff are contained in negotiated agreements. A classification study begun in 1996 reclassified positions to more accurately reflect current duties and responsibilities.

(4) The District scrupulously maintains the privacy and confidentiality of all personnel records. Financial and payroll records are kept at the District, but faculty personnel files are maintained on the campus. These files are maintained in strict accordance with the provisions outlined in Article 8 of the FA Agreement, Article 7 of the SEIU agreement, and Chapter V of the Administrators Handbook.

Self Evaluation

In general, the bargaining units (FA, SEIU and CSEA) along with the Academic and Classified Senates, College Council, Chancellor's Council and District Office of Human Resources, work in a shared governance

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environment to provide input into the formation of personnel policies and procedures. The current system for developing, maintaining and communicating personnel policies and procedures is generally regarded as very effective.

Grievance procedures and the conciliation process are outlined in all the bargaining agreements and are thought to be effective.

Although a handbook exists for full-time faculty, it is currently distributed only to new full-time hires during orientation. All full-time faculty would benefit from having such a resource, especially in binder form, that could be updated annually.

The Educational Master Plan clearly shows that issues of diversity permeate every aspect of College life from institutional mission and goals to curriculum and pedagogy to student life and student success. Information on employment and hiring equity is regularly assessed and readily available from many sources, including the De Anza Web site. However, available data indicate that recruitment and hiring efforts for full-time faculty have not been able to produce any consistent pattern of progress in this area. College efforts in that area would benefit from an investigation into the reasons for this situation so that future efforts could be more effectively focused.

Planning Agenda

- The Vice President of Instruction will assign resources to allow for the publication and distribution of a faculty handbook to all full-time faculty.

Supporting Documentation

Doc. 7.01	DE ANZA 2005 Pathways to Excellence
Doc. 7.02	Hiring Process Manual, Foothill-De Anza Community College District, 1998
Doc. 7.03	De Anza 1998-99 catalog
Doc. 7.04	Information on new faculty employees, February 1999
Doc. 7.05	Agreement between the Foothill-De Anza Community College District and the Foothill-De Anza Faculty Association, 1995-98
Doc. 7.06	Classified Staff Evaluation Form
Doc. 7.07	Administrator Evaluation Form
Doc. 7.08	Revised Classified Evaluation Form
Doc. 7.09	Survey of administrators
Doc. 7.10	Staff Revitalization and Professional Conference Policies and Procedures, 1998-99
Doc. 7.11	Human Resources Development Plan, 1997-2000
Doc. 7.12	De Anza Accreditation Self Study, Fall 1998, faculty, classified staff and administrative/confidential staff survey
Doc. 7.13	Staff Development Annual Report, 1998
Doc. 7.14	Personnel sections from the Board of Trustees Policy Manual
Doc. 7.15	Administrators Handbook
Doc. 7.16	FA News
Doc. 7.17	Instructor Survival Kit, 1998-99
Doc. 7.18	Part-Time Faculty Handbook, 1998-99

Standard Eight

Physical Resources

The institution has sufficient and appropriate resources to support its purposes and goals.

1. ***The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however affected.***

Descriptive Summary

De Anza College provides adequate physical resources to support its ongoing educational programs and services wherever they are offered. The De Anza physical plant is approximately 32 years old and provides adequate facilities for instruction, student services, and administration. Specialized facilities include the A. Robert De Hart Learning Center, Euphrat Museum of Art, Minolta Planetarium, Flint Center for the Performing Arts, Advanced Technology Center, California History Center, Television Center, environmental preserve, and extensive physical education and athletics facilities.

The campus is currently composed of more than 510,890 assigned square footage (ASF) in 61 buildings over a 112-acre campus. The College has approximately 116 classrooms and lecture halls and 43 labs that are available to perform its educational mission. De Anza has more than 5,200 parking spaces dedicated to students, faculty, staff, disabled, and visitors.

Physical education and athletic facilities include an Olympic-size swimming pool; diving pool; two gymnasiums; a track; a stadium; tennis courts; archery and golf ranges; and baseball, football and soccer fields. Furthermore, De Anza has a premiere Environmental Studies Area that hosts several diversified ecosystems including local flora and fauna as well as sand dunes, woodlands, desert, forest, marsh, stream, pond, and waterfall.

De Anza serves approximately 25,000 students a quarter (not including community development), employs 1,090 staff and faculty, and hosts almost one million visitors annually.

The College also provides courses at 25 off-campus locations, including classes at four local high schools (Monte Vista, Lynnbrook, Homestead and Fremont).

De Anza has achieved its present state of physical resource effectiveness through the construction of new facilities and an aggressive renovation program since 1993. Projects include:

- $17 million for the Advance Technology Center with 65,000 ASF - 1995
- Student Internet Lab in the Hinson Campus Center - Fall of 1996
- $300,000 in classroom refurbishment from 1993 to 1996
- $8.9 million for Learning Center West including the Open Media Lab - Fall of 1997
- $150,000 in swimming pool repairs - Fall of 1997
- $700,000 for classroom and office space renovations in Buildings L9, L7, and E3 - 1998
- A new Staff Parking Lot I with 70 spaces - Winter of 1998
- $140,000 in partial exterior bench replacement and the Seminar Building trellis repair - Summer of 1998
- $1.8 million for Phase I of a network infrastructure - Summer of 1998
- $250,000 for renovations to the Flint Center seating and concessions - Summer of 1998
- $40,000 for renovation of Admissions and Records - Fall of 1998
- $100,000 for asbestos abatement in several facilities - Since 1994

The most recent addition to De Anza is the Center for Career Opportunities modular complex which became operational in the winter quarter of 1999. Additionally, a $1.8 million conversion of a former Firing Range complex will add 10 new general purpose classrooms in the summer of 1999 and is now called G Building.

The College is improving the service it provides to its on-campus population by several in-progress and proposed expansion projects which includes the state approval of the preliminary drawings for a $3.5 million Child Care Center expansion and the approved construction of a new $550,000 Bookstore warehouse. At a cost of $5.3 million, the campus is presently renovating its heating, ventilation and air conditioning (HVAC) systems and has set a completion date for the summer of 1999. De Anza is also in the final stages of a $3 million network infrastructure upgrade and has scheduled the completion for the summer of 1999. The attached Five-Year Plan (Doc. 8.13) also features three major construction projects pending state approval. They include a Creative Arts Building with a 450-seat theater and a bioscience-remodeling project. Proposed improvements to the College include a District upgrade of the emergency and service communications system for maintenance, grounds, custodial and security personnel. More recently, the De Anza Associated Student Body (DASB) allocated $180,000 for planning resources toward the construction of an $8 million Environmental Studies Building and $200,000 toward the improvement and modernization of athletic facilities to implement a Wellness Program.

De Anza is in the process of classroom standardization. The conversion of the former Firing Range into 10 general purpose classrooms (named the G Building) will allow the College to model how new classrooms should be equipped. For each classroom, plans include two overhead color televisions, one VCR, one overhead projector, two dry-erase white boards, one instructional table with chair, one lectern, and a minimum of 40 tablet arm chairs or 20 instructional two-seat tables. Additionally, each classroom will be wired with Ethernet to accommodate technology needs and Local Area Network (LAN) connectivity for multimedia instruction.

Self Evaluation

De Anza is experiencing a shortage of classroom, lab, and parking space during peak instructional hours from 9 a.m. to 1 p.m. and 5 to 10 p.m. Monday through Thursday. The parking shortage is most critical during the first three weeks of each quarter. That shortage of parking space is temporarily offset through the cooperative use and rental of two adjacent church parking lots and the use of public parking spaces along Mary Avenue. The Campus Safety, Security and Grounds Office publicizes these alternate locations and encourages the use of carpooling, cycling and other alternate means of transportation. Parking lots are monitored during peak periods, and safety officers redirect overflow parking to these alternate locations.

The critical shortage of classroom, program, faculty, and administrative office space is a result of steady growth. According to the District space inventory, De Anza is at 99 percent efficiency (Doc. 8.12). The majority of courses being scheduled to meet student demand during the peak hours mentioned above further compounds the shortage of classroom space. The shortage of classroom space will receive some alleviation with the addition of the G Building. Program, faculty and administrative office space are also operating at maximum capacity. De Anza has no room for expansion of its current programs or the addition of new programs. The College needs to conduct an assessment of its present office space distribution plan in order to develop a process for the allocation of its limited office space to ensure maximum efficiency, utilization, and equity.

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Physical Resources

The campus has identified several infrastructure requirements that need to be assessed and programmed for funding. They include improvement to campus exterior and interior lighting, repair and placement of directional signage, repair and pavement of pedestrian walkways ($256,000), parking lot pavement, construction of a perimeter road pedestrian walkway, repair and replacement of 75 remaining exterior benches, campus-wide rest room ADA improvements, replacement carpet for the Euphrat Museum of Art ($20,000), and the resurface of tennis courts ($120,000). A further concern that needs to be addressed is the issue of signage to accommodate our diverse student body.

De Anza is pursuing an aggressive move toward modernization and the improvement of its services. However, the College needs to establish a process of identifying and funding small facilities projects in instructional areas. Presently, there does not exist a system where instructional faculty and deans can request improvements or modifications. The present Facilities Planning Team is chaired by the Director of College Services and is composed of staff, faculty, students, and Plant Services representatives. The team does a good job of identifying major facility requirements, but does not address many of the smaller facility needs on campus.

A College process does not exist for faculty and staff to articulate specific program and resource needs prior to submission to DASB for funding. The recent DASB funding of an Environmental Studies Building ($180,000) and Wellness Program ($200,000) has compounded the problems for the College facility and budget planning process. These two projects were not coordinated through the Facilities Planning Team or approved by the College Council. The end result has been a backward planning process in which the College must deviate from other planned projects in order to accomplish these initiatives.

Planning Agenda

- College Services will analyze program needs and populations to be served in order to match with off-campus facilities to enable continued growth.
- The Finance and College Services Planning and Budgeting Team will establish a system of identifying small facilities projects (including signage) and identify sources of funding.
- College Services will establish a process for identifying specific program needs and requests to the Facility Planning Team and College Council prior to them being submitted directly to the DASB so that the College analysis and process can be followed.

2. ***The management, maintenance, and operation of physical facilities ensure the effective utilization and continuing quality necessary to support the program and services of the institution.***

Descriptive Summary

De Anza's Office of College Services, in coordination with the District Plant Services Office, provides the management of the maintenance and operations of its physical facilities. That ensures the effective utilization and the continuing quality necessary to support all educational programs and services. Plant Services maintains an office on campus with a maintenance supervisor providing direction for craftsmen (with carpenter, plumber, mechanic, electrician, locksmith, pool, and HVAC skills) dedicated to the De Anza campus. All service and work orders are processed through the District Plant Services Office at De Anza and are prioritized and attended to by order of precedence and urgency. All emergency work orders are handled expeditiously. The Director of College Services serves as the campus representative and catalyst in direct interface with the District Plant Services Office at De Anza on all facilities maintenance and renovations. The District Plant Services Office also provides oversight of all on-campus capital outlay construction projects and renovations.

Custodial services at De Anza consist of one manager who supervises 19 custodians covering three shifts (day, swing and graveyard). The custodial team provides cleaning and recycling service to approximately 510,890 ASF of classroom, lecture, lab, conference, and office space spread out over 61 buildings. In addition, the custodial team provides for small on-campus furniture moves. The team recently developed a viable system of services under the leadership and guidance of a new custodial manager. During 1996-97, there was a lack of supervision of the custodial crew which resulted in poor facility cleaning and customer service. That problem led to the creation of the custodial management position.

The grounds team is made up of 10 personnel who provide care, landscaping, recycling and general cleaning services for 112 acres of landscape. Service provided by the grounds team is exemplary. As a result of the acquisition of new equipment, the grounds team has made some great improvements during the past two years.

The Director of Campus Safety, Security and Grounds provides for the management and maintenance of more than 5,000 parking spaces. Parking is inadequate during the first three weeks of classes each quarter. The campus has shown diligence in offsetting this inadequacy by renting local space from adjacent churches (270 spaces) and redirecting traffic to adjacent public parking (170 spaces). Presently, the campus parking lots are in need of repair and striping. That problem will be alleviated by an aggressive, six-year maintenance plan proposal by Plant Services. Plant Services has proposed $2.3 million toward parking and roadway repair over a six-year period. That maintenance plan includes $1.1 million toward deferred maintenance, $736,000 toward routine maintenance, and approximately $450,000 toward capital improvements such as signage and roadways (Doc. 8.13). Funding sources need to be identified to implement these plans.

The scheduling and use of instructional facilities are managed by the scheduling section of the Office of the Vice President of Finance and College Services. The scheduling of faculty, program, and administrative offices are coordinated through the Office of College Services. Academic meeting areas and conference rooms are on the network with scheduling access limited to key personnel. Conference rooms and meeting areas in the Hinson Campus Center are scheduled directly through the Director of the Campus Center. The Dean of Physical Education and Athletics manages the scheduling of sports facilities. There is limited use of the Flint Center for instructional classes, and the scheduling of the facility is coordinated directly through the General Manager of the Flint Center. The non-instructional and community use of all facilities is coordinated through the College Services Facilities and Evening Coordinator.

Self Evaluation

The current system and method of operation of District Plant Services at De Anza result in a lack of coordination and prioritization of minor projects, service orders, and work orders. There also is a lack of customer service responsiveness and communication resulting in scheduling conflicts. Due to resource and manpower limitations, work orders submitted by staff and faculty are not fully addressed nor do customers receive notification of potential delays, closure, or non-action. It is not unusual for a parking lot to be closed, signs removed for refurbishment, or other maintenance projects undertaken without notification of the campus community. This causes frustration on the part of staff and faculty who stand by without notice of the status of work orders or ongoing projects. Much of this is attributed to a shortage of manpower. Moreover, to the extent that staffing levels remain frozen, the concerns just listed will remain unresolved. Nevertheless, the District has recognized this shortfall and is in the process of attempting to rectify the customer service responsiveness issue.

Custodial services have improved considerably over the last year. According to an accreditation survey (Doc. 8.07), custodial services attained an approval rating from the De Anza community with 83 percent expressing satisfaction with the present state of classroom and office cleanliness. Due to the diligence of the custodial team, paper recycling has also increased, resulting in a diversion of paper material from the waste stream. The custodial team still faces a shortage of cleaning and recycling equipment as outlined in a Custodial Assessment Memorandum prepared by the custodial manager (Doc. 8.11).

According to the Safety, Security, and Grounds program review (Doc. 8.05), the campus irrigation system is antiquated and in a state of disrepair. This has forced the campus to dedicate one grounds keeper to attend to the system full time.

The combined aggressiveness of the custodial and grounds team toward the recycling effort has created a shortage of individual and large recycling collection bins as well as external bottle/can/glass containers; and that has created an increase in the manual workload. Recycling on campus has gone from a low of .41 tons in July of 1998 to a high of 4.09 tons in December of 1998. De Anza is presently averaging 2.10 tons a month of mixed paper (Doc. 8.16).

Classroom space is lacking. The District space inventory indicates that De Anza is operating at an efficiency rate of 99 percent of its instructional space. There is no available classroom space between the peak hours of from 9 a.m. to 1 p.m. and 5 to 10 p.m. Monday through Thursday. Further efficiency could be attained by standardizing class hours, balancing class and room size, and reducing pre-assigned classrooms. According to 56 percent of the surveyed De Anza academic community, there is poor utilization of College physical resources (Doc. 8.07). Although De Anza is operating at 99 percent efficiency, this perception of inefficiency by faculty persists and can be attributed to the lack of understanding by faculty of the scheduling and office space allocation process on campus. There is also a deficiency in the scheduling of conference and meeting rooms in the Hinson Campus Center. Scheduling automation of the Hinson Campus Center conference and meeting rooms would facilitate student, faculty, and staff usage.

The District is in the process of hiring a campus Maintenance and Operations Supervisor who will manage the District Plant Services Office on campus. This new position will address many College facility and maintenance concerns. The new manager will develop a computerized work-order system to better manage the number of calls received. That new management position will also assume responsibility for all custodial services currently managed by the Director of College Services. The intent behind the creation of this new position is to better serve the campus community by consolidating all maintenance and operations under one manager in order to create a one-stop center.

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Planning Agenda

- College Services will work with the District Plant Services Office to identify and prioritize facilities maintenance requirements.
- College Services will assist the new campus Maintenance and Operations Supervisor to structure a viable work-order system to create one-stop service.
- In order to efficiently use its available resources, the College's Instructional Planning and Budgeting Team will analyze the feasibility of standardized start times for instruction and assess the practice of pre-assigned classrooms.
- College Services will develop and implement alternatives to address its parking problem.
- College Services, in collaboration with the District Plant Services Office, will develop a system for all service units to state what level of services they can provide (given their resources) and develop a system to evaluate how well the promised level of service (e.g., service guarantee) is delivered.

3. ***Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's obligation to ensure access, safety, security, and a healthful environment.***

Description Summary

De Anza physical facilities at site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution's commitment to ensuring access, safety, security, and a healthy environment. De Anza physical structures are in compliance with state-mandated seismic safety through the Office of Regulatory Services (ORS) and Occupational Safety and Hazardous Act (OSHA) standards. De Anza has spent almost $3 million in scheduled maintenance since 1993 (Doc. 8.08). The majority of the funds were spent on HVAC and re-roofing projects.

De Anza is in compliance with state-mandated American with Disabilities Act (ADA) standards. It is the position of the College to not deny any student instructional access due to campus physical limitations. De Anza is in the forefront of providing ADA accessibility. Improvements to walkways, elevators, and parking areas have been accomplished. Moreover, De Anza provided accessibility improvements to the swimming pool elevator ($40,000) and Flint Center rest rooms; and it is presently renovating physical education rest rooms to accessibility standards (scheduled for completion in the winter of 1999). As the College builds or remodels existing structures, accessibility is factored into the planning.

De Anza has also established an Ergonomic Task Force to develop office practices that ensure proper techniques are practiced and that appropriate furniture and equipment are made available.

The Campus Safety, Security and Grounds Department is a multi-service agency providing law enforcement, security, crime prevention, traffic control, parking supervision and emergency services. According to the Safety/Security program review, annual service provided to the De Anza community includes approximately 2,000 security escorts, medical telephone messages, dead battery and lock-out assistance, lost and found, and the processing of 500 incident reports for vehicle accidents, injuries and other security-related matters. In an accreditation survey in the fall of 1998, some 61 percent of the De Anza community said they feel that a safe and secure working environment exists while 85 percent are comfortable with their personal safety. Nevertheless, there still exists a need for the campus-wide renovation of its evening lighting and the installation of emergency building lights.

The Safety, Security and Grounds Department has implemented a quarterly Emergency Response and Disaster Training Program focusing on the management team at De Anza. Most administrators have been briefed on responsibilities, location of emergency supplies, utility shut-off valves, communications, and chain of command. The De Anza Safety, Security and Grounds Department has developed a reciprocal and excellent working relationship with the city of Cupertino and Santa Clara County Sheriff Department.

De Anza's Hazardous Materials Management Plan (HMMP) was certified in February of 1998 by the District Operations Hazardous Materials Management Office and filed with Santa Clara County. The HMMP outlines procedures for emergency response and contingency in case of chemical spills, fumes, injury, and/or containment, treatment, evacuation, and training. De Anza provides for the annual training of its grounds, custodial and safety personnel (most recently in November 1998) on the use and treatment of hazardous materials (HAZMAT). According to the District HAZMAT overview, De Anza- and District-supported HMMP has been recognized by the Peninsula Conservation Center's 1998 Business Environmental Award and is to receive a special commendation because of the College commitment and leadership in environmental issues (Doc. 8.09). Moreover, the District has a full-time, dedicated HAZMAT specialist to provide assistance and training on an ongoing basis and upon request. As such, De Anza is in compliance with regulatory guidance when dealing with the handling, disposal and storage of HAZMAT.

Self Evaluation

The De Anza Safety, Security and Grounds Office is severely hampered by the lack of full-time law enforcement personnel. Currently, Safety and Security has three full-time peace officers augmented by approximately 10 student officers to cover 19 hours a day. The Safety and Security Office is staffed seven days a week from 6 a.m. until 12 a.m. This staffing is not in proportion to other colleges of comparable student populations (Doc. 8.16).

De Anza has redesigned and begun implementation of its updated Emergency Preparedness and Disaster Training Program for its management team and has emergency supplies and equipment stored throughout the campus. However, the present stocks of emergency supplies such as water, food, and medical equipment have reached their shelf life. There also needs to be more hands-on training for staff and faculty as well as the acquisition of emergency communications equipment.

De Anza has completed and submitted to the State Chancellor's Office both its ADA Self Study and 504 Transition Plan (Doc. 8.10). The District has applied for funds through the Statewide Capital Construction Outlay Program. It is anticipated that De Anza will receive state ADA funds this year of approximately $200,000. There presently exists a problem with ADA seating in the Flint Center. However, that problem is scheduled to be resolved in the near future. Disability barriers are remedied as funds become available. De Anza, in conjunction with Central Services, continues to struggle with seeking the 50 percent local match needed for campus ADA improvements.

Although De Anza is in compliance with HAZMAT guidelines and Material Safety Data Sheets (MSDS) are available for all chemicals, fuels, and cleaning supplies on campus, there is no central location for the retrieval of these documents in case of an emergency. This can prove to be problematic during an emergency. Furthermore, all staff, faculty, and students who come in contact with chemicals, fuels, and cleaning supplies are not knowledgeable on the location and use of the MSDS.

Planning Agenda

- College Services will assess alternatives to provide adequate resources to insure that its Safety and Security Department is staffed at appropriate levels.
- College Services will improve its current Emergency Response and Disaster Plan and training program.
- College Services will work with Central Services (Risk Management) to seek funding for the reproduction of MSDS and the establishment of a central location for them for emergencies.

4. Selection, maintenance, inventory and replacement of equipment are conducted systematically to support the educational programs of the institution.

Descriptive Summary

De Anza is working on improving the maintenance, inventory, and replacement of equipment in support of its educational programs. Instructional equipment dollars have been expended in the acquisition of state-of-the-art multimedia platforms and local area network infrastructure. The College is actively procuring instructional computers for its faculty and staff. More recently, the College identified and allocated approximately $875,000 of instructional equipment needs (Doc. 8.17). Classrooms have a standard configuration of one television set or monitor, VCR, overhead projectors, overhead screens, white boards, podiums, tablet-arm chairs, tables, and chairs. The College Audio Visual Department also provides additional equipment as requested by the instructional faculty. Excess classroom and office furniture is stored in the College warehouse and corporate yard.

The College also provides for on-campus phone access in almost all of its assigned classrooms which serves both a safety and emergency function. Furthermore, that system will be improved as part of the network upgrade that is presently ongoing and scheduled for completion in the summer of 1999.

Self Evaluation

The majority of classroom and office furniture is functional but aging. Most of the furniture is 32 years old and was acquired with the inauguration of the College. The majority of the office furniture is not ergonomically suitable for office work. The College has implemented an Ergonomic Task Force which is dedicated to identifying and improving problem areas where possible. The limited replacement of classroom and office furniture has been accomplished, specifically in areas where new construction has taken place such as in the Advanced Technology Center and Learning Center West. Some office furniture has also been replaced at the level of an instructional dean or College program by using B budget dollars.

The College does not have a mechanism or systematic approach to identify and replace aging furniture and equipment. The annual allocations of instructional equipment are strictly dedicated toward the acquisition of new and the replacement of old instructional equipment, but does not include furniture. Classroom furniture could be purchased from instructional equipment funds, but the College Council has consciously dedicated its limited instructional equipment resources to the many pressing priorities for critical instructional equipment. The College does limited the replacement of classroom and office furniture through the use of its limited facilities account. De Anza is also lacking adequate storage facilities. That results in excess furniture being stored outdoors and exposed to the elements, sometimes rendering it unusable.

The inventory of instructional equipment of more than $1,000 in value is centralized at the District level, and individual departments maintain an inventory of their specific instructional equipment. Areas with major instructional equipment include applied sciences, theatre arts, distance learning, bioscience, physical science, math and engineering. The Audio Visual Department maintains an inventory of all televisions, VCRs, overhead projectors, slide projectors, and audio systems. The Dean of Technology maintains an inventory of all computer hardware and software applications on campus.

Presently, there are approximately 32 classrooms with nonexistent or defective telephones or missing wiring. The network upgrade will address that deficiency.

Planning Agenda

- College Services will recommend to the College Council a reasonable replacement budget for aging furniture on campus.

5. ***Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including District or system planning and utilization where appropriate.***

Descriptive Summary

De Anza is working to ensure that physical resource planning and evaluation are linked to institutional planning efforts in support of the Educational Master Plan entitled DE ANZA 2005 Pathways to Excellence (Doc. 8.01). This is accomplished by several processes and committees that work together to plan and link these institutional goals. The Facilities Planning Team, Campus Center Board (CCB), Campus Environmental Advisory Group (CEAG), College Technology Committee, and the Campus Budget Team all work in conjunction with their District counterparts to ensure that the institutional goals of access and growth are met with an appropriate facilities, equipment, and technology plan. More recently, De Anza, in cooperation with Foothill, has procured tBP Architecture for the development of a 1999 Facilities Master Plan to better meet the needs of the institution and also replace the former 1990 Facilities Master Plan.

College teams have specific objectives and are made up of a cross section of the campus community. The goal of the Facilities Planning Team is to identify facility requirements, ensure that all modifications are done in accordance with District and College guidelines, and forward all minor construction projects to College Council for approval. That team is composed of campus staff, faculty, and student members as well as District facility representatives. The Campus Center Board (CCB) is an advisory group which has a student majority, helps maintain the focus of the Campus Center, and ensures that student issues and concerns involving the campus are addressed to the College Council. The CCB is composed of De Anza students, faculty, and staff. The College Technology Committee (CTC) has the responsibility to ensure that all of the technology hardware and software needs of the campus are met and have a focus on instructional technology. Composed of faculty, staff and students, the CEAG is an advisory group that promotes environmental awareness and facilitates the College recycling program. Lastly, the Campus Budget Team addresses the fiscal requirements of the College and provides

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for the allocation of resources in order for the College to meet its institutional goal of access and growth.

Self Evaluation

The present system of resource planning and evaluation has adequately addressed the issues associated with program and instructional growth. In conjunction with District committees — and the contracting of a private firm to assess, plan and produce the 1999 Facilities Master Plan — De Anza will be able to realize its Educational Master Plan goals.

Planning Agenda

- No recommendations at this time.

Support Documentation

8.01	De Anza Educational Master Plan entitled DE ANZA 2005 Pathways to Excellence, January 1999
8.02	De Anza Facilities Master Plan 1990
8.03	District Major Capital Construction Notes
8.04	De Anza Safety and Security Program Review, Fall of 1998
8.05	De Anza Grounds Program Review, Fall of 1998
8.06	De Anza lighting, telephone, furniture inventories, 1998
8.07	De Anza College Self-Study Accreditation Surveys, 1998
8.08	District Deferred Maintenance Schedule
8.09	District Hazardous Materials Management Plan, February of 1998
8.10	District HAZMAT Program Overview
8.11	De Anza ADA Self Evaluation, January of 1994
8.12	De Anza Internal Custodial Services Memo, December of 1998
8.13	Five-Year Construction Plan, February of 1998
8.14	District Six-Year Maintenance Plan, February of 1999
8.15	De Anza Safety and Security Analysis, February of 1999
8.16	Los Altos Recycling Report, 1999
8.17	De Anza Instructional Equipment Request, 1998-99

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Financial Resources

The institution has adequate financial resources to achieve, maintain, and enhance its programs and services. The level of financial resources provides a reasonable expectation of financial viability and institutional improvement. The institution manages its financial affairs with integrity, which is consistent with its educational objectives.

A. Financial Planning

A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.

Descriptive Summary

The College-wide effort to write a new De Anza Educational Master Plan (Doc. 9.01) is now complete. This document will serve as the College's central planning document for the next six years. It will guide all educational decisions and resource allocations. At the same time, De Anza shared governance has been reconfigured. Program review and resource allocation will be carried out initially in four program areas: three areas each headed by a Vice President and one led by a Provost. This allows each area with common interests and goals to determine its particular needs in accordance with the Educational Master Plan. These recommendations will then be forwarded to College Council where final resource allocations will be decided based upon a College-wide view of programs and how they fit the Educational Master Plan.

The present Campus Budget Team will continue to play a role in the new structure in a policy-setting capacity. It will be composed of members of each of the four area planning and budgeting teams, together with traditional shared governance representatives.

Changes have been implemented recently at the College level to allow the educational plan to more effectively drive the budgetary process. In 1997-98, the College moved up its goal-setting deadline to January for the College Council leadership team. That was done so goals would be adopted in time to influence the budget development cycle. The 1998-99 De Anza College annual goals (Doc. 9.02) were then used to guide the budget allocation process. This process will be even more effective once the Educational Master Plan is put in place, together with the new governance structure, as outlined above.

In addition to College educational goals, the Technology Plan (Doc. 9.03) and the Multicultural Plan (Doc. 9.04) influence financial planning. For example, in response to the Technology Plan under which the bulk of instructional equipment dollars have been allocated to hardware over the last two years, several new classified positions were created to provide support for the new technology which is now in place. Those positions included a technology trainer, a network specialist, and an electronics technician II.

The Multicultural Plan also influences how resources are allocated in the College. There is a continuing series of training programs on diversity-related issues for faculty, classified staff and management. A number of grants has been awarded to further diversity awareness, and various curricula have been rewritten to emphasize multiculturalism in a number of courses. Additionally, the Diversity Coordinator chairs the Diversity Advisory Council, a standing committee which makes recommendations to the College Council with regard to how diversity issues can be addressed within the educational plan for the College. Of course, annual goals set at the District level impact College goals, which in turn influence budget allocations. The allocation process from the District to De Anza is illustrated in the 1999-2000 De Anza Budget Development Memorandum dated March 9, 1999 (Doc. 9.05).

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Financial Resources

Prior to April of 1999, the allocation of resources for new faculty positions was made through a College-wide program review effort; and new classified positions were proposed through College Council. B budget augmentation funds and instructional equipment funds were allocated through the cooperation of the campus-wide program review and budget teams, taking into consideration the educational, technology, and diversity plans. College Council ultimately approved the decisions on these matters. An example of an allocation of funds driven directly by institutional planning efforts is the recent remodel of the Admissions and Records Office. That meets the stated planning goal of increasing access of students to course offerings and increasing retention by easing overcrowded conditions.

Self Evaluation

The College-wide survey results indicate a possible problem in this area of institutional and financial planning. Only about 20 percent of those responding to the survey agreed with the statement that "the College financial planning process is guided by the mission statement and goals," about 30 percent disagreed, and 50 percent did not know. It is troubling that so many De Anza members are uncertain about the connection between finance decisions and the College mission. In addition, the survey shows that some departments and divisions feel the process works well, while others do not. It is clear that there is some frustration experienced by faculty and staff who see budget decision making at the department/division level as inconsistent. The College has not been prescriptive at this level of the budgetary process, but this is the point of contact for most District employees and students.

Planning Agenda

- College Council will ensure that the four planning and budgeting teams of the College directly link, document, and communicate College goals of the Educational Master Plan to resource allocation decisions.
- College Council will be accountable to document and widely communicate the process for budgetary decision making under the revised shared governance structure (i.e., from the department/ division through the four planning and budgeting teams to the College Council, and ultimately the College President).

A.2 ***Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements. In those institutions which set tuition rates and which receive a majority of funding from student fees and tuition, charges are reasonable in light of operating costs, services to be rendered, equipment, and learning resources to be supplied.***

Descriptive Summary

The College budget is tightly structured due to the nature of state funding for California Community Colleges. Individual campuses have only a limited ability to affect their resources. As one College in a two-college District, its ability to determine its own budget is further restricted by the reality of cooperating with Foothill and Central Services.

The District Budget Committee, under the guidance of the District finance officers, prepares three-year budget scenarios showing various models of income and expense. From these scenarios, the District Budget Committee recommends a specific set of assumptions about resource availability and anticipated expenses to the Chancellor's Advisory Council (CAC) for final review before presentation to the Board of Trustees. The trustees then make recommendations to the CAC and the District financial officers prior to eventually adopting a District-wide budget. This document specifies allocations in three general areas: De Anza College, Foothill College and Central Services.

These allocations are, on the whole, categorical, but in recent years the colleges have been pressing to make allocations less specific to allow more freedom in budgeting at the campus level. In addition, De Anza aggressively pursues available options for enhancing its resources. Those options the College can influence include: achieving state-funded FTES growth, managing faculty productivity, seeking grant opportunities, and efficiently managing College-generated revenue (see the discussion of Enterprise Funds below). Recently, the College created the position of Grant Coordinator to strengthen its ability to find additional independent funding for College programs.

Still, with regard to expenditure requirements, the College continually struggles to keep budget expectations low, simply because the California community college system is so underfunded. The unmet need is great for additional faculty, classified staff, supplies, operating expenses, maintenance, and the like. Most recently, the College and District have had to endure their inability to fully fund the Technology Plan and the Multicultural Plan. Many other already-existing needs compete for the additional resources those plans demand. The ongoing problem of resource scarcity jeopardizes any new initiative, and costly demands like those of keeping abreast of technological change make the situation far worse. Additional discussion can be found in Standard Seven.

Even in the area where the campus has the most budgetary freedom (the Enterprise Funds), there is a constant emphasis on the reality of living within available revenues. Those funds include the Campus Center, the Bookstore, and Printing Services, as well as a number of academic programs enumerated in the budget under Fund 15. They are responsible for their own capital obligations such as the acquisition of equipment, but any budgetary shortfall those areas might incur will impose a hardship on the academic program. Therefore, once the budget is prepared, it is reviewed quarterly to ensure that expenditure patterns are falling within the range of expected income. In an effort to both achieve independence and pursue alternative resources, De Anza has moved selected programs into a self- supporting fund which is designed to eliminate dependence on General Fund subsidies. The Campus Center and Bookstore operate in the same manner with established business plans.

Self Evaluation

As a means of strengthening the overall budget, De Anza College is in the process of modifying how budgetary planning is carried out at the program level (Doc. 9.05). More work needs to be done to facilitate the development of multi-year plans at this level so that longer-term financial planning can also take place within each program. In the accreditation survey, only about 17 percent of responding faculty and classified staff felt that campus budget planners made a realistic assessment of available financial resources. That is in stark contrast with the 68 percent of responding administrators who believed that a realistic assessment was made. This disparity may reflect the present situation in which administrators are more closely involved in the budget. By giving more access to faculty and classified staff in the program-level budgetary process, those groups may also come to a better understanding of the constraints under which the College must work.

Planning Agenda

- The College and District will work together to strengthen long-range financial planning directly linked to the College and District Educational Master Plans.

A.3 ***Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.***

Descriptive Summary

Under the new campus governance structure, the Campus Budget Team will have the responsibility for short- and long-term capital planning for the College. This team makes recommendations to the College Council regarding the method of acquisition and the sources for funding of any capital outlay request. The Educational Master Plan guides final decisions made by the President and the College Council.

Planning for large capital improvements and major maintenance is done at the District level where major construction proposals conform to State Capital Outlay Program guidelines. The only state capital project currently funded for De Anza is the expansion of the Child Development Center. Other projects on the state list which are not funded include the Creative Arts building and the biology building remodel. Both of these projects are critical for reasons of safety and program expansion.

Primary responsibility for meeting individual program needs rests with the four area planning and budgeting teams. By and large these needs are met within historical projections of known ongoing budget requirements. However, prioritization of instructional equipment needs during the past few years serves as a recent example in which important decisions involving new allocations were made at this level. Initial requests go to these planning and budgeting teams from the division level, and the College Council reviews final prioritization. Local division needs are considered by the College Council in conjunction with College goals, which are stated in the Educational Master Plan.

Over the last few years, the acquisition of new computer technology has been a major theme for instructional equipment allocations involving new money. The initial goal of this program has been to place a computer on the desk of all full-time faculty members within three years. To this end, the College has entered into a lease agreement whereby computers will be replaced on a recurring cycle.

Another group involved in capital planning is the Facilities Team, which has the responsibility for physical plant needs. That includes room utilization; equipment; facilities maintenance and repair; and small-scale, on-campus facilities expansion. Facilities projects recently completed include the Learning Center addition; Firing Range remodel; the heating, ventilating, and air-conditioning upgrade project; and the campus computer wiring project. The District, in coordination with the College, is in the process of developing a Facilities Master Plan, which is scheduled for completion in June of 1999.

Self Evaluation

When asked whether facilities planning was perceived to be linked to institutional planning, survey results were similar to those obtained with respect to budgetary planning (see A.2). Only about 20 percent of faculty and classified staff respondents agreed, and a full 50 percent said that they did not know. Again, this contrasts with responses in which 60 percent of administrators agreed, while only 30 percent said that they did not know. Increased involvement of faculty and classified staff in the budgetary process through the four planning and budgeting teams will address this deficiency.

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Recent increases in state instructional equipment funding (Doc. 9.06) have resulted in significant improvements in funding the backlog of instructional equipment requests. The processing of these additional funds at the campus level has tested College budgetary structures, and the College has learned from the experience. However, budgeteers can foresee that since the installation, networking, training for, and maintenance of the new equipment is not presently funded by the state, these needs will pose a significant challenge to future College resources.

While the College has made great strides in bringing new technological equipment to the campus, budgeteers admit that they have not fully factored out the life-cycle and support costs of this equipment. Consequently, the College has not recognized the full cost of this technological hardware. It certainly has not allocated the necessary staff resources to support the campus network, which should be fully installed by the end of 1999.

Planning Agenda

- The College recommends that the District more clearly integrate the preparation of the annual State Capital Outlay Plan with the De Anza Educational Master Plan.
- College Council will ensure that the content and rationale for recommendations in the annual State Capital Outlay Plan be better articulated to staff (managerial, faculty, and classified).
- The Vice President of Finance and College Services will clarify for the College community the role of Central Services in assisting the College with facilities planning, HAZMAT, and ADA facilities improvements.
- College Council will take reasonable steps to ensure that equipment purchases include, where financially advantageous, the maintenance; installation; and, when feasible, training costs as part of the purchase package.
- College Council will increase efforts throughout the institution to better integrate faculty and classified staff into the budgetary process through both the work of the planning and budgeting teams and through College-issued guidelines for decision making at the division and program level.

A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.

Descriptive Summary

District level: The District Budget Committee has the responsibility for framing policy issues around the development of the District budget. This committee, with the leadership of the District budget officers, prepares assumptions for the budget and likely budget scenarios based on those assumptions. The committee submits those assumptions and scenarios to the Chancellor's Advisory Council for consideration and direction in building the tentative and final budgets. The committee also makes recommendations on budget policy. Recommendations that have resulted in changes over the last several years include:

- the formula for allocating the part-time faculty budget based on productivity and FTES goals,
- the Educational Trust Fund policy that allows the Colleges to keep the savings due to higher-than-budgeted productivity, and

- the allocation of B funds per FTES of growth.

The committee has recently formulated additional recommendations on the District reserve policy, compensation contingency, allocation of growth revenues, capital and technology infrastructure maintenance to guide the development of the 1999-2000 budget.

Once policies are approved, the District budget officer prepares budget scenarios based on those policies and various assumptions agreed upon by the committee. The committee has a budget calendar that drives the timing of these proposals. The Colleges each have representatives on the District Budget Committee, and the District budget officer sits on the Campus Budget Team to facilitate planning at the College level within the District framework.

The bulk of the College budget is set at the District level since allocations are made for specific categorical expenses. Within these allocation categories, the College does have some freedom. As a representative example, consider the allocation of additional faculty positions. Once the District grants an additional faculty position to De Anza, the College may determine which division/program will receive the new position. The final decision is made by the President in consultation with the College Council in accordance with the Educational Master Plan. Recommendations for new positions are initiated at the division/program level and brought to the planning and budgeting team for the appropriate organizational area (Instruction; Student Services; Workforce, Technology and Economic Development; and Finance and College Services). At that level, requests for positions are prioritized with respect to the Educational Master Plan as it applies to the needs of the area. That prioritized request list is then forwarded to College Council for consideration in view of the needs of the entire College.

In addition to secondary decisions about categorical District allocations to the College, there are a relatively small number of contingent budget considerations that can be made at the College level involving both capital and salary expenses. Those are designated as B budget category items in all financial documents. At De Anza, the four main organizational areas (Instruction; Student Services; Workforce, Technology and Economic Development; and Finance and College Services) are the prime budgetary centers. Each of those organizational areas has broad authority to shift B budget monies within its boundaries to meet needs as they arise. Those funds can be used for both capital and salary expenses and historically have most commonly been used to reallocate classified positions, generally on a part-time basis. Such decisions are generally initiated at the division/program level and reviewed for approval by the Vice Presidents or Provost for the appropriate organizational area.

Self Evaluation

The District Budget Committee is a policy-recommending subcommittee of the Chancellor's Advisory Council. Some members of the committee have expressed frustration at having discussed issues and worked hard to frame policy only to have the Chancellor's Advisory Council repeat the same discussion but with less knowledge and information.

As noted in earlier sections of this document, the College is working toward making faculty and classified staff more aware of budgetary matters. Greater involvement of faculty and classified staff in the B budget allocation process at the division/program level will go a long way toward achieving this end.

Planning

- College Council will better articulate to the greater De Anza community the District and College budget development cycles.

- College Council will ensure that decisions on the allocation of faculty positions, instructional equipment dollars, and B budget clearly relate to the Educational Master Plan so that the De Anza community can see that College goals are the driving factors at the point of decision making.
- The College recommends that District Budget Committee members communicate with their constituencies, and especially their Chancellor's Advisory Council representatives, to keep them informed. The District budget officer should attend all Chancellor's Advisory Council meetings and more fully update the council on issues that are coming before the District Budget Committee.

A.5 Administrators, faculty and support staff have appropriate opportunities to participate in the development of financial plans and budgets.

Descriptive Summary

There are many department and College committees that have input into the financial decision-making process. These committees include four organizational area planning and budgeting teams; the Campus Budget Team (for policy recommendations on budget); the Campus Center Board (for allocations within the Campus Center funds); and the College Council, which oversees and makes final recommendations to the President of the College. The interaction of those various groups has been described in the preceding sections.

There is presently a lack of consistency in the methods employed for allocating B budgets and the initial prioritization of instructional equipment at the division/program level. In some cases there are formal meetings and procedures, while in others informal discussions lead to recommendations.

Self Evaluation

The survey statement: "There is adequate participation in campus budget development process..." brought a mixed response. Of those full-time faculty participating, 35 percent agreed and 43 percent disagreed. Classified staff participants indicate 33 percent in agreement, while 44 percent responded that they did not know. Most administrators felt there was adequate participation by administrators.

In the fall of 1998, when experienced instructional deans were interviewed about faculty participation in the division budget process, two things were clear: 1) the process of involvement at the division level varied considerably, and 2) the B budget is so strained that there is very little flexibility for making budget decisions. Allocations generally continue from year to year on an historical basis.

When the classified staff and senate were interviewed in the fall of 1998, they gave an overall impression that there is not enough methodical planning and analysis. Many classified staff members feel that decisions are "last minute" and not part of a clearly defined planning cycle. Often there is not enough time for open deliberation before deadlines. That leads to frustration with the decision-making process.

Planning Agenda

- College Council will expect and encourage that the process for deliberating budget decisions at the division/program level be more clearly articulated to promote consistency among the divisions/programs.

Standard Nine

Financial Resources

B. Financial Management

B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision making.

Descriptive Summary

At the District level, systems exist to monitor all budgetary activity. In addition, the District Accounting Department's Web pages provide information and graphics detailing procedures to follow for all budget managers. Authorized employee positions are monitored (through a position control system), and the Purchasing Department tracks available funds in an account prior to releasing a purchase order. The District reports such financial activity in a variety of formats:

1. Monthly Expense Reports (MERs) (Doc. 9.07): issued monthly in hard (printed) copy form.
2. Financial Resources System (FRS) (Doc. 9.08): continuously updated online financial reports.
3. Human Resources System (HRS): daily updated online personnel reports.
4. MAUI (Doc. 9.09): continuously updated online reports integrating FRS and HRS information and available for Apple Macintosh users only.

Those sources are utilized by both District and College offices, from top management to division deans and program heads. The College also has mechanisms at the local level to review expenditures and to provide information. For example, for each division and learning community the Director of Budget and Personnel prepares monthly memoranda, which summarizes the expenses and encumbrances to date as compared to the revised budget (Doc. 9.10).

Self Evaluation

The Standard Nine accreditation team conducted a survey of De Anza managers and their staffs early in the fall of 1998 (Doc. 9.11) and evaluated the effectiveness of the various District reporting tools. The results indicated that there is a need for more training to prepare both managers and staff to use MAUI, FRS and MERs more efficiently.

There also seems to be some confusion and frustration about inconsistencies between MAUI and FRS systems. MAUI is updated each night by the District Information Systems and Services staff. FRS is continuously updated.

Although the respondents indicated that the systems are not user friendly, staff members are making their best effort to utilize the tools at their disposal. Often, managers are not well acquainted with the computer systems and rely heavily on their staff for an analysis of financial data. That can overburden the staff and leave clerical duties unfinished.

The Collegis Report (Doc. 9.12) strongly recommends that planning for a replacement administrative computer system be initiated immediately.

Planning Agenda

- The College strongly recommends that District efforts to replace the administrative software system be initiated to acquire a state-of-the-art system capable of integrating information from both colleges and the District in a single database.
- The Finance and College Services area will provide training on FRS, HRS and MAUI, especially for administrators.

B.2 ***Financial documents, including the budget and independent audit, reflect the appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely.***

Descriptive Summary

The District contracts with outside auditors for its annual financial audit. It also has contracted for additional "operational audits" in selected areas such as the Bookstore, Food Services and Financial Aid. Attached (Doc. 9.13) are examples of audits and College responses. The College has worked with the audit firms to facilitate a review process so the audit can be checked for accuracy. Once the audit findings and recommendations are finalized, the College submits its official response to the Chancellor. The audit subcommittee of the Board of Trustees then reviews the findings of the auditor and College responses.

Self Evaluation

The audit procedure complies with state and federal law requirements. In fact, the District contracts for operational audits which go beyond the scope of the minimum requirements of state and federal governments.

Planning Agenda

- No recommendations at this time

B.3 ***The institution practices effective oversight of finances, including the management of financial aid, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments.***

Descriptive Summary

California and federal laws are implemented in the oversight of all externally funded programs. College financial aid finances are governed by Title V. All finances, including auxiliary organizations and investments, are carefully monitored at both the College and District levels.

The first level of oversight centers on the College budgeteer, who has the duty of approving all expenses. Any expenditure of more than $1,000 needs approval of the appropriate vice president or provost. The second level of local oversight is Business Services at the District level. This department reviews accounting records each month to generate required reports for various governmental agencies. For example, this office supplies the data for the U.S. Department of Education's monthly, quarterly and annual financial aid reports. Government agencies may reconcile the reports from the District and College with information provided by others, such as the students receiving financial aid.

The District maintains an auxiliary organization, the Foothill-De Anza Community Colleges Foundation, which administers donations made to the District and the Colleges. Its Board of Directors monitors expenses that are charged directly to the foundation budget. Most foundation funds are restricted by donors to specific uses (see Section B.4 for more details).

The Audit and Finance Committee of the Board of Directors monitors institutional investments. District investments are managed by Business Services under the direction of the Board of Trustees.

Standard Nine

Financial Resources

At the College level, the oversight of finances is limited to the following areas:

1. Salaries and wages of full and part-time employees and students.
2. Release time and additional duty pay.
3. Allocation of FTEF and WSCH; the monitoring of productivity and WSCH achievements.
4. Operating and discretionary expenses.
5. College-generated revenues, including fees, fines, contract instruction and community services, enterprise activities, grants, and categorical funds.
6. Foundation contributions and expenditures.

Responsibility for that oversight begins with the Vice President of Finance and the Director of Budget and Personnel. From there, individual program managers assume day-to-day responsibility. The Vice President of Finance monitors expenditures throughout the year and issues a year-end memorandum (Doc. 9.14) addressed to senior management summarizing prior-year performance. That memorandum is reviewed by the Campus Budget Team to get input on the year's assessment from faculty and classified staff. As a result of these assessments, the College has recently established a position of Grant Coordinator as noted in section A.2. That will strengthen the De Anza support for grant development and unify College efforts to find independent funding for its programs.

Self Evaluation

There are systems in place at both the College and District levels to monitor budget allocations and expenses, FTEF allocations, enrollment and productivity targets, and release-time assignments. The process and procedures for assigning and distributing release-time are currently being revised by the District Human Resources Advisory Committee (HRAC). The District also relies on the internal auditor and "operational review" by the external auditing firm to review selected topics, such as Bookstore cash-collection procedures, scholarship awards, payroll and personnel practices, etc. The College has created and filled two key positions: the Vice President of Finance and College Services and the Director of Budget and Personnel. The College has also made major efforts to review and consolidate foundation accounts to provide more streamlined accounting and review of donations to De Anza.

Planning Agenda

- Senior management of the College will assess the coordination of grant applications and the Grant Coordinator position and modify those as necessary.

B.4 Auxiliary activities and fund-raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution, and are conducted with integrity.

Descriptive Summary

One important auxiliary activity is the Foothill-De Anza Community Colleges Foundation which administers donations to the District and the Colleges. In 1997, the Colleges dissolved an existing organization to form in its place that foundation. The present Foundation Board is made up of 20 members; the previous Board had 100 members. The foundation is staffed by an Executive Director (and one staff employee) and reports to the College President at each campus. The District donates staff and other support services to the foundation.

The Foothill-De Anza Colleges Foundation handles nearly $5 million in funds. In 1997, all funds were moved into accounts that mirrored those of the previous organization. The Colleges placed their investments in new funds, including the Community Foundation Silicon Valley and the Common Fund.

Another important area is the College Enterprise Funds, which encompass Bookstore, Food Services and Campus Center operations. That is a $9 million operation (Doc. 9.15). The primary roles of operations in that area are to provide necessary services to students and to enhance the learning environment. Activities in the Enterprise Fund pay all of their expenses, support a key administrative position (Director of College Services), contribute $150,000 a year to the campus B budget, and contribute $5,000 a year to the Art on Campus Committee. Additional revenues have recently been channeled into technology and the Learning Center.

Local fund-raising efforts generally target specific goals. Major projects during the last two years have addressed the needs of technology, the Learning Center, and student scholarships. As discussed above (Sections A.2 and B.3), De Anza is increasing its efforts to incorporate grant-based funding as a means of augmenting the support of College programs through the work of the new Grant Coordinator.

The De Anza Associated Student Body (DASB) is also a major supporter of College programs that enhance student life on the campus. Their annual budget (Doc. 9.16) exceeds $800,000, including $457,942 in support of College programs. In December of 1998, they allocated an additional $610,712 to the College.

The DASB also supports a 0.5 FTE accounting staff position for the College and a 1.0 FTE Flea Market Coordinator. The flea market offers an opportunity for both the College and student clubs to earn additional funds. It is a popular community event campus held once each month on the De Anza campus. The flea market generates about $300,000 in gross revenue each year.

Self Evaluation

The De Anza auxiliary fund-raising activities are well managed and carefully monitored. All fall within the mission of the College as stated in the Educational Master Plan. Those fund-raising activities are part of an effort to enrich the campus experience for students and bring the community into closer contact with the College. The College is moving aggressively in the pursuit of grant opportunities, but the internal review process for judging the applicability and feasibility of grants must be strengthened.

Planning Agenda

- The vice presidents and provost of the College will implement a review process for grant feasibility and the relationship to Educational Master Plan goals as well as the staffing of the Grants Office.

B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Primarily, the State Education Code and the Public Contract Code regulate contractual agreements. District Board policies 3141, 3141.1 and 3410 conform to those codes and are enforced by procedures in use by the District Materials Services and Business Services departments. The Chancellor or his designee approves all contracts. Designated signers in various capacities include the Vice Chancellor of Business Services, Director of Operations, Purchasing Director, and the Director of the Business and Industry Institute.

Standard Nine

Financial Resources

Self Evaluation

This area is reviewed annually by outside auditors. Any exceptions to compliance are noted by the auditors. There have not been any compliance exceptions noted in these areas.

Planning Agenda

- No recommendations at this time.

B.6 ***Financial management is regularly evaluated, and the results are used to improve the financial management system.***

Descriptive Summary

The day-to-day operations of the Financial Resources System (FRS) are monitored and evaluated by the FRS Advisory Group. The District Controller chairs this committee, and members come from a District-wide cross section of system users.

The District budget process is monitored and evaluated by the District Budget Committee. The committee is chaired by the budget officer and includes representatives from each constituency of shared governance throughout the District.

The Audit and Finance Committee of the Board of Trustees evaluates the overall financial management system. Two members of the Board sit on the committee, and one of them chairs the group. That committee also includes members from the community.

At the College level, the budget process is monitored and evaluated by the Campus Budget Team. This committee is chaired by the Vice President of Finance and College Services and is composed of representatives of all the College shared governance groups. Accountability was increased at the division and program level when a new policy carrying over both positive- and negative-ending B budget balances was approved effective July 1, 1997. That has made the divisions and programs much more careful about overexpenditures and much more eager to be efficient in an effort to have surplus funds available for special needs.

Self Evaluation

Over the past five years, De Anza has attempted to improve its budgetary process and oversight procedures. Solidification of financial management under the Vice President of Finance, together with the recent adoption of the new governance structure has gone far toward improving the financial management system at the College level. With the adoption of a new policy on B budget carryovers, accountability within the divisions and programs has been strengthened.

Planning Agenda

- No recommendations at this time.

C. Financial Stability

C.1 ***Future obligations are clearly identified, and plans exist for payment.***

Descriptive Summary

All obligations are clearly identified and segregated in the District's annual budget. The largest obligations consist of lease purchase agreements called Certificates of Participation. These instruments typically span more than one fiscal period, and the current portion of these obligations is accounted for in the Debt Service Fund. In terms of priority, those commitments are automatically budgeted as "off-the-top" along with other long-term contractual liabilities. A large portion of the outstanding Certificates of Participation balance is repaid from well-established revenue streams such as parking and Campus Center use fees. A debt service schedule is also incorporated into the annual budget to assist in monitoring and adequately forecasting its obligations over an extended period of time. As of the fiscal year-end 1998, the District has approximately $33 million of outstanding Certificates of Participation with an annual debt service requirement of $3 million in principal and interest.

Self Evaluation

This area is reviewed in the annual audit and the quarterly financial reports submitted to the Board of Trustees.

Planning Agenda

- No recommendations at this time.

C.2 The institution has policies for appropriate risk management.

Descriptive Summary

The District has a Risk Management Office that develops and ensures adherence to risk management policies and procedures. The primary objective of this department is to effectively manage and assess risk throughout the District. They develop a variety of in-service safety training programs in addition to providing useful recommendations on ergonomic enhancements to workstations.

The District is predominantly self-insured, yet maintains a low self-insured retention in conjunction with a low ceiling on its excess umbrella coverage to mitigate exposure on large losses should they occur. Currently, the self-insured retention on real and personal property is $100,000 and the excess loss coverage is at $24,000,000. Although the District is self-insured, adequate resources and reserves exist to cover losses within its potential range of exposure.

Self Evaluation

The District is adequately insured. The District has recently hired a new Risk Manager and looks forward to his leadership in this area.

Planning Agenda

- The Vice President of Finance and College Services will oversee safety training for staff and managers in order to reduce loss exposure on personnel and safety matters.

C.3 Cash flow arrangements or reserves are sufficient to maintain stability.

Descriptive Summary

The District maintains a healthy cash flow and sustains adequate reserves to ensure fiscal stability. Currently, District cash flow is in excess of $20 million; and the current portion of its reserves covering areas such as insurance, Workers' Compensation, and compensated absences is well in excess of $4 million.

The unrestricted general fund maintains a Board of Trustees-established target of 5 percent of its coming year's expenditures as an unrestricted reserve. This target is well within the California Community College Chancellor's Office guidelines for what they consider to be a healthy, viable, unrestricted reserve.

Additionally, the District generally issues a Short Term Tax and Revenue Anticipation Note to further mitigate any unforeseen cash flow difficulties as a result of timing differences that may exist between its revenue and expenditure streams. The District has never used the note for this purpose; however, that instrument has generated legal arbitrage gains which are typically in excess of $100,000 per annum.

At the College level, discussion of creating a College "Enrollment Reserve" is starting. Because of the adoption of the Educational Trust Fund, it is possible that the Colleges will have to repay hundreds of thousands of dollars from the

B budget if productivity and enrollment targets are not met. That will have a disastrous effect on providing goods and services to the instructional programs.

Self Evaluation

The auditor and the Audit and Finance Subcommittee of the Board provides oversight on the District cash flow projections and practices. Those insure that adequate cash reserves are available to meet obligations.

Additional work must be done on defining the role of the Colleges on enrollment management and protecting against substantial reductions in B budgets when productivity is not achieved.

Planning Agenda

- College representatives on the District Budget Committee will participate in the review of the Educational Trust Fund Policy and incentives to fund enrollment growth.

C.4 ***The institution has a plan for responding to financial emergencies or unforeseen occurrences.***

Descriptive Summary

In addition to its unrestricted reserves, as part of its annual budget process, an operating contingency has been established by the District to address financial emergencies and/or unforeseen events. In the 1998-99 budget, the general fund has more than an $8 million contingency. That contingency represents approximately 6 percent of the operating budget. That amount, added to the unrestricted reserve of 5 percent, provides a healthy cushion for unforeseen needs.

Self Evaluation

The District has been able to maintain a 5 percent level of reserves.

Planning Agenda

- The College recommends that the District Budget Committee develop more specific language to guide the proper use of reserves.

Supporting Documentation

Doc. 9.01	Educational Master Plan
Doc. 9.02	1998-99 De Anza College Annual Goals
Doc. 9.03	Technology Plan
Doc. 9.04	Multicultural Plan
Doc. 9.05	1999-2000 De Anza Budget Development Memorandum dated 3/9/99
Doc. 9.06	Monthly Expense Report — MER
Doc. 9.07	State Instructional Equipment Chart
Doc. 9.08	Financial Status Report — FRS
Doc. 9.09	MAUI — Online Reports
Doc. 9.10	B Budget Spending Report
Doc. 9.11	Fall 1998 Survey Report
Doc. 9.12	Collegis Report
Doc. 9.13	1997 Operational Audit Report — Bookstore, Food Services, Financial Aid
Doc. 9.14	Vice President/Finance Year-End Memorandum
Doc. 9.15	1998 Enterprise Fund Year-End Financials
Doc. 9.16	DASB Annual Report

Standard Ten

Governance and Administration

The institution has a governing Board responsible for the quality and integrity of the institution. The institution has an administrative staff of appropriate size to enable the institution to achieve its goals and is organized to provide appropriate administrative services. Governance structures and systems ensure appropriate roles for the Board, administration, faculty, staff and students; and they facilitate effective communication among the institution's constituencies.

A. Governing Board

A1. ***The governing Board is an independent policy-making Board capable of reflecting the public interest in Board activities and decisions. It has a mechanism for providing for continuity of Board membership and staggered terms of office.***

Descriptive Summary

The Foothill-De Anza Community College District Board of Trustees is a five-member Board elected at large from the District community or service area that includes the cities of Cupertino, Sunnyvale, Los Altos, Los Altos Hills, Mountain View, Palo Alto and small portions of surrounding cities. Board elections take place in odd-numbered years with staggered four-year terms of office (Doc. 10.01). The Board officers are elected, and committee members appointed, at the annual meeting in December (Doc. 10.02). A recent vacancy on the Board resulted in the Board decision to call an election for November of 1998. The Board represents a variety of backgrounds and includes one community college instructor, one retired De Anza instructor, one high school instructor, one retired community college administrator who is also a former mayor, and one professional from the paralegal field who is also a former high school board member. Two student trustees, one chosen from the students of each college, also serve on the Board and have advisory voting rights (Doc. 10.01). The notification of meetings; orderly participation by members of the public; number of trustees; term of office and rights of the student trustees, and selection procedures for the student trustees are described in Board policies that were revised since the last accreditation.

The Board of Trustees actively solicits the advice and opinions of the community it serves. Each Board meeting includes an opportunity for members of the public to address the Board (Doc. 10.03). Representatives of the Classified and Academic Senates and unions regularly attend Board meetings and have the opportunity to present reports to the Board.

Self Evaluation

Board members are actively involved in community and state activities and are reflected in Board member comments about such activities at each Board meeting. Board policies are periodically reviewed and provide procedures for the continuity of membership and assure staggered terms of office.

Board procedures for filling vacancies work well as exemplified by the election held in November of 1998 to replace a Board member who resigned in July of 1998.

Planning Agenda

- No recommendations at this time.

A2. ***The governing Board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the Board-approved institutional mission statement and policies.***

Standard Ten

Governance and Administration

Descriptive Summary

The Board annually approves each college catalog and regularly hears reports on both current and developing educational programs. The Board reviews quarterly financial reports and annually approves the budget. The Board revises Board policies on a regular basis. The Board also oversaw the implementation of the District's and colleges' Educational Master Plans, which were approved in April of 1999.

Self Evaluation

Board members come to Board meetings fully prepared to participate in all discussions of catalogs and financial reports. The Board was the driving force for getting the Educational Master Plans in place at both colleges and at the District level. They followed the progress toward fulfilling those plans.

Survey (Doc. 10.04) results indicate that 49 percent of the staff do not know if the Board provides clear direction to ensure the financial health of the District.

Planning Agenda

- The College recommends that the Board oversee the institutionalization of the District's and Colleges' Educational Master Plans.

*A3. **The governing Board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing Board regularly evaluates its policies and revises them as necessary.***

Descriptive Summary

The Board of Trustees establishes broad policy and direction for the District and the colleges and delegates to the District and colleges the responsibility for developing strategies and processes to implement those policies. The Board ensures that the Board Policy and Administrative Procedures Manual (Doc. 10.05) are current and relevant to the needs of the District. Board policies (Doc. 10.06) describe the delegation of responsibilities of the administrative staff.

Self Evaluation

The Board approved an updated Board Policy Manual and reviewed the Administrative Procedures Manual since the last accreditation, ensuring that both are current, relevant and consistent with the California Education Code and Title V regulations. In the revisions to the Board policies, the Board has sought to simplify policy, ensuring that only necessary policies are included. These revisions were reviewed by constituency groups at the College and District level via representatives to the Chancellor's Advisory Council. These policies and procedures are widely available to the District community, both in print and online, and on the Board Web site (wwwfh.fhda.edu/District/Board/Board.html). Agenda and minutes of Board meetings are widely distributed and are also available on the District Web site.

The Board envisions its policies as long-standing guidelines so that a major update of policies should not be required in the foreseeable future.

Survey results indicate that 55 percent of the staff do not know if the Board appropriately delegates the responsibility to carry out the policies of the Board.

Planning Agenda

- The College recommends that the Board strengthen its communications with staff in regard to who is responsible for carrying out Board policies.

A4. In keeping with its missions, the governing Board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.

Descriptive Summary

Since the last accreditation and after extensive national searches utilizing constituency-based search committees, the Board has employed the Chancellor, Dr. Leo Chavez; and the Foothill College President, Dr. Bernadine Chuck Fong. Dr. Martha Kanter, President of De Anza College, was hired in July of 1993. The Board annually evaluates the Chancellor and approves his annual objectives. The Chancellor annually evaluates the College Presidents and reviews those evaluations with the Board. Prior to hiring, all faculty and administrative personnel are subject to review by the Board.

The Board has in place a system for selection and evaluation of the CEO and has evaluated the Chancellor in each of the years he has been employed. The duties and authority of the Chancellor are included in Board policy.

Self Evaluation

According to the survey of all staff, 57 percent did not know if there was an effective evaluation process for the Chancellor. That percentage was similar for all groups (faculty, classified staff and administrators). The College, in cooperation with the Board, must do a better job of communicating the process by which the Chancellor is reviewed. Further, 25 percent of survey respondents felt that the evaluation process of the Chancellor was ineffective. It is unclear why that percentage was so high.

Planning Agenda

- The College recommends that the Board disseminate the evaluation process for the Chancellor.
- The College recommends that the Board review the evaluation process of the Chancellor to ensure broader input from a variety of constituency groups.

A5. The size, duties, responsibilities, ethical conduct requirements, structure, and operating procedures and processes for assessing the performance of the governing Board are clearly defined and published in Board policies or by-laws. The Board acts in a manner consistent with them.

Descriptive Summary

The Board has adopted a Board Handbook (Doc. 10.08) which is updated annually and includes Board roles and responsibilities, a Code of Ethics, a Guidelines of Effective Trusteeship, and a system for evaluating the performance of the Board. The Board abides with the Fair Political Practices Act and Conflict of Interest regulations.

The Board meets annually in retreat to conduct a review of its performance and to review its members' compliance with their roles and responsibilities and codes of ethics and conduct. Several times in recent years the Community College League of California Executive Director has been invited to facilitate those retreats. Each Board member completes a self-evaluation prior to the retreat, and it is reviewed with the Board as a whole. In addition, in 1996 and 1999 the Board asked constituency group leaders to complete evaluations of Board performance.

Self Evaluation

According to the survey of staff, 58 percent did not know if there was an effective evaluation process for the Board of Trustees. That was true for all groups surveyed (faculty, classified staff and administration). From the point of view of the Board, the review process works well; and the Board members are open and honest with each other.

Planning Agenda

- The College recommends that the Board review its self-evaluation process to ensure broader input from a variety of constituency groups.
- The college recommends that the Board publicize the evaluation process used in evaluating themselves as well as a summary of evaluation findings.
- The College recommends that the Board continue to hold annual evaluations retreats and to do so more frequently if there is a perceived need.

A6. The governing Board has a program for new member orientation and governing Board development.

Descriptive Summary

The Board Handbook is designed to be a reference manual for current Board members as well as to provide information for prospective and new trustees. The Board meets annually in retreat for Board development, and individual members attend conferences and seminars.

Following the special trustee election in 1998, the Board held a retreat with the newly elected trustee to review Board operating principles and procedures, trustee roles and responsibilities, codes of ethics, and Guidelines for Effective Trusteeship. Board members regularly attend state and national trustee and other leadership conferences, and they seem well versed on current issues.

Self Evaluation

The process of new member orientation appears to work well. The newly elected Board member reported that one of the Board members contacted him shortly after his election and provided him with necessary documentation and consultation. That is a mentor/mentee relationship. The Board retreat in December of 1998 further helped in orienting the new Board member.

The Board has held several strategic conversations in the past two years, which have allowed them to discuss current issues with employees of the District. Those discussions have been well received and should continue. In addition, Board members have participated in leadership retreats at the College and District level.

Planning Agenda

- No recommendations at this time.

A7. The Board is informed about and involved in the accreditation process.

Descriptive Summary

The Board is informed and involved in the accreditation process by receiving regular reports by the Chancellor and College Presidents. In the current accreditation process, the Board has been kept informed of the progress and has reviewed self study drafts. Mid-term accreditation reports and progress toward the implementation of recommendations have been presented to the Board. A Board member has participated on the Standard Ten self study team. The Board was also invited to Town Hall Meetings at which the College community was invited to give input about each standard.

Self Evaluation

In past accreditation self study processes, the Board has had representation on steering committees. Since in this current self-study both Colleges have used existing governance committees as the steering committees, the Board thought that its participation would be most appropriate at the Board review level.

Standard Ten

Governance and Administration

The Board has reviewed the progress in the writing of the self study, has reviewed a draft copy in April of 1999, and gave final approval in June of 1999.

Planning Agenda

- No recommendations at this time.

B. Institutional Administration and Governance

B1. The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

B2. The institutional chief executive officer efficiently manages resources; implements priorities for controlling budget and expenditures; and ensures the implementation of statues, regulations, and Board policies.

Descriptive Summary

The last accreditation report identified three main governance issues the new President would face: leadership, communication and decision making.

Leadership: The De Anza President provides leadership in defining goals, developing plans, and establishing priorities for the College through a shared governance process utilizing a College Council; Vice Presidents/Provosts Group; amd President's Cabinet; and through meetings with the Academic Senate, Classified Senate, and Student Senate Presidents. Through administrative retreats, College-wide retreats, College-wide open forums and the College Planning Committee, a vision statement and College Educational Master Plan (Doc. 10.09) were developed.

Decision making: In 1995 the College implemented a shared-governance, decision-making process which provides a structure for advising the President on setting institutional goals, plans and priorities. Until April of 1999, the College managed resource allocation through these shared governance decision-making groups: Personnel and Enrollment, Program Review, Campus Budget, Technology, and Facilities as well as College Council. In April of 1999, a new structure was put in place that consists of four planning and budgeting teams co-led by the respective Vice President or Provost and either an Academic or Classified Senate representative. The Campus Budget, Technology and Facilities Teams continue as before.

Communication: The President implemented the suggestions of a staff survey conducted by the Marketing/Communications Office in 1994 (Doc. 10.10). She holds office hours regularly, schedules All-College Open Forums for information and input, requires that minutes of meetings be available on a fileserver, and ensures the distribution of internal publications.

Self Evaluation

Survey results regarding the statement "The College President provides effective leadership" were that 38 percent of staff agreed and 30 percent disagreed. The 30 percent consisted of 28 percent faculty, 35 percent classified staff and 0.25 percent administration. There was insufficient response to a follow-up survey (Doc. 10.11) to obtain details about the statement in order to adequately assess the reasons why 30 percent of the staff disagreed.

The survey showed similar results to the statement "The College President uses decision-making processes which effectively involve the appropriate groups or person who will be affected."

Standard Ten

Governance and Administration

One of the President's strengths is communication as shown by a 47 percent agree response to the statement "The College President has established timely exchange of information regarding College issues."

Planning Agenda

- College Council will ensure that College priorities and resource allocations are in alignment with the Educational Master Plan.
- The President will continue to strengthen communication among all governance groups and constituent groups.

B3. The institution is administratively organized and staffed to reflect the institution's purposes, size and complexity. The administration provides effective and efficient leadership and management, which makes an effective teaching and learning environment possible.

Descriptive Summary

During the 1998-1999 academic year, the administrative structure changed from one of five learning communities led by three Vice Presidents and two Provosts to a structure of four organizational areas led by three Vice Presidents and a Provost. The three vice president positions are the Vice President of Instruction, Vice President of Student Services, and Vice President of Finance and College Services. The fourth organizational area — Workforce, Technology, and Economic Development — is led by a Provost. That change was implemented as a result of staff dissatisfaction with the learning community structure.

There has been a large turnover in administrative personnel in the past six years. Thirteen of the 34 administrators are new to their positions within the last two years, and seven of them are new this year.

Self Evaluation

It is still too early to evaluate the new administrative structure implemented in January of 1999.

Planning Agenda

- The President will review the effectiveness of the administrative structure by the spring of 2001.

B4. Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.

Descriptive Summary

There are current job descriptions for administrative positions. All administrators have an Administrators Handbook to explain the terms and conditions of their employment. Training is available in the areas of technology and the computer administrative system. Other training sessions offered periodically cover the faculty and classified contracts. The campus is currently developing emergency preparedness training for administrators. In 1998 the District moved to pay-for-performance for administrators who are now evaluated annually as per the process documents in the Administrators Handbook. For the first two years and once every three years thereafter, a comprehensive evaluation takes place in which faculty, classified staff and other interested parties are asked to participate in evaluating administrator effectiveness.

Self Evaluation

Survey results show that 67 percent of staff either do not know about or disagree that there is an effective evaluation process for administrators. The survey also shows that

79 percent of staff either do not know about or disagree that there is an effective evaluation process for the College President. Those results indicate there is a problem with the evaluation processes for administrators and the College President. At this point it is unclear whether that means a problem with the process itself or with the communication of the process.

Planning Agenda

- The College recommends that the District Human Resources Office direct a review of the administrative evaluation process to assess why the percentages of staff not knowing and disagreeing with the effectiveness of the evaluation process are so high and then make any necessary changes.

B5. ***Administration has a substantive and clearly defined role in institutional governance.***

Descriptive Summary

Administrators fill two roles on the planning and budgeting teams that form the De Anza institutional governance structure. First, each vice president or provost co-chairs a team with a faculty or classified staff member. Second, other administrators serve as members on the teams. The roles of the Vice President or Provost are to lead the discussions of these teams and to assure that the charges given to these teams are accomplished. The roles of the other administrators are to represent their constituent groups in the discussions of the team and to report back to those groups the discussions and actions of the planning and budgeting team.

Self Evaluation

According to the survey, 50 percent of administrators do not feel they have a substantive and clearly defined role in institutional governance. It is the expectation that the planning and budgeting team structure will correct this concern. Since the survey had been administered three months prior to the administrative reorganization, the new shared governance structure aims to distinguish between operations and governance, thereby empowering administrators to carry out the duties for which they will be held accountable.

Planning Agenda

- The College Council will evaluate the planning and budgeting team structure by the spring of 2001.

B6. ***Faculty have a substantive and clearly defined role in institutional governance and exercise a substantial voice in matters of the educational program and faculty personnel as well as other institutional polices which relate to their areas of responsibility and expertise.***

Descriptive Summary

Faculty participation in the governance of the College and District is structured by the roles of the Academic Senate, the Faculty Association, the administrative governance structure, and to a lesser extent by the division/department structure of the College. The opportunities and responsibilities of individual faculty members and their organizations are set forth by the Academic Senate Constitution (Doc. 10.13), the FA/District Agreement (Doc. 10.14), and shared governance structure documents. Since a member of the faculty serves as co-chair of the team, faculty have a substantive role in three of the four planning and budgeting teams.

The College has a Curriculum Committee which is a subcommittee of the Academic Senate. A member from each instructional division sits on the Curriculum Committee, and the committee is co-chaired by a faculty member and the Vice President of Instruction.

Standard Ten

Governance and Administration

Self Evaluation

The Academic Senate Constitution and FA/ District Agreement are formally written and approved documents and are therefore followed. The latter is legally binding. Documents outlining specific details about the shared governance structure are more fluid and therefore subject to constant change and interpretation. The process by which decisions are made is not documented at all.

Planning Agenda

- College Council will formally document the shared governance structure (including constituent obligations and responsibilities) and then assure wide dissemination.

*B7. **Faculty have established an Academic Senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.***

Descriptive Summary

The faculty have an established Academic Senate comprised of all full-time and part-time faculty. As the representative of the faculty, Academic Senate functions are defined by Title V, Section 53200 via Board Policy 2223 and the senate's constitution. Until May of 1999, an Executive Board of division-elected senators governs the Academic Senate. Division representation is based on FTE faculty in each division, ranging from one senator for small divisions to three senators for large divisions. Divisions with larger representation are making an effort to include a part-time faculty member as one of their senators. The current Executive Board of the Academic Senate has 26 senatorial positions (not including three vacant positions); three officers (the constitution provides for four but currently one person holds two positions); and two student, non-voting participants.

In May of 1999, the faculty voted to change this constitution to reflect the following changes to the governing structure. The Academic Senate now consists of three officers and four planning and budgeting team co-chairs, which constitute an Executive Board. The Executive Committee includes the Executive Board and two representatives from each instructional division, as well as the two non-voting student members. The Executive Committee continues to meet weekly.

The senate Executive Board meets weekly. To facilitate communication, the Senate President meets separately with the College President and Vice President of Instruction every week. Senate officers meet twice a month with the leadership of the Foothill Academic Senate and the officers of the Faculty Association to maintain the consistent development of District academic policy. Communication with faculty members at large is maintained by the division senators at division meetings and through voice mail, weekly posting of senate agendas, notes in division offices, and a quarterly newsletter.

Operating under the Rodda Act, the Faculty Association (FA) is organized to represent the faculty in all matters regarding compensation and working conditions. All faculty members pay association dues to FA but participating in membership is by choice. FA is governed by an elected Executive Council composed of six full-time Foothill faculty, seven full-time De Anza faculty, and four part-time faculty elected at large (three of whom are currently from De Anza). Executive Council members are elected for two-year terms and meet twice monthly during the regular academic year. Each year the Executive Council appoints officers, a President, Vice President and an Executive Secretary. There are eight standing committees of which the Negotiation Team and Grievance/ Conciliation Team play the most public roles in governance procedures, although council members do sit on committees throughout the District.

The division/department structure of the College is fairly typical of academic institutions. There is generally an attempt to build consensus through discussion, but loose democratic processes are often needed to bring matters to closure. Division meetings often provide a forum for the discussion of senate and FA business so that senators and FA Executive Council members may get a sense of their constituencies.

Self Evaluation

Beyond the general statements within the senate constitution, the FA/District Agreement, and Board policy, little written policy exists which specifies the role and responsibility of the senate. However, senate officers have played a key role in defining the shared governance structure. Faculty are included in administrative policy discussions at the College and District level. The recent reorganization of governance structures more closely aligns the administrative organization to the shared governance organization as well as increases faculty influence in decisions made.

Part-time faculty participation in the senate, FA and within shared governance continues to be limited.

The Curriculum Committee and its General Education Subcommittee enjoy a high level of autonomy and report to the senate as necessary. While authority rests with the senate, interference is seldom exercised.

Planning Agenda

- See B6.

B8. The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special-purpose bodies.

Descriptive Summary

The participation of faculty on College governance committees is described via charts which contain membership numbers and committee charges.

The senate is provided release time which is divided among senate officers and shared governance co-chairs. The Board assures a minimum support to the senate through a 1992 Memorandum of Understanding, which guarantees one full-time faculty assignment release time for each College senate. Additional time can be established in consultation with the College President. An annual budget is established in consultation with the Vice President of Finance.

Per Article 3 of the agreement, FA receives up to four FTEs release time. Currently, this includes 1 FTE for the President, 0.666 for the Vice President, 0.5 for the Executive Secretary, 0.33 each for the Conciliator on each campus, 0.5 for the Chief Negotiator, and 0.25 for the Budget Analyst.

Self Evaluation

Other than Board and College policy and the FA/District Agreement, there is no written policy identifying institutional support for faculty participation in College governance, but work has begun to document the various levels of faculty participation in governance matters.

Planning Agenda

- The College will continue to develop documentation of the governance structure and the role of faculty in that structure.

B9. The institution clearly states and publicizes the role of staff in institutional governance.

Standard Ten

Governance and Administration

Descriptive Summary

Either CSEA Chapter 96, Unit A; or SEIU Local 715, Unit 1 represents all classified staff employed by the Foothill-De Anza Community College District. They are represented by Classified Senate and or the union(s) on the following District-wide committees: Chancellor's Advisory Council, District Budget, District Diversity Council, District Technology, and Major Capital Construction Review. Classified staff at De Anza are represented on the following teams: Campus Budget, College Council, Curriculum Committee, Facilities, Planning and Budgeting Teams, and Technology. They are also represented on other campus committees: Campus Center Board, Diversity Advisory Council, Human Resources Advisory Committee and Graduation Planning. A non-voting representative attends Academic Senate meetings and reports back to Classified Senate.

Self Evaluation

Classified staff participation in shared governance has been greatly increased since the last accreditation report. Due to conflicts with their supervisors about time, however, individual members continue to have trouble participating.

Planning Agenda

- College Council will recommend conditions for classified staff participation in governance committees and will work with District Human Resources, the Classified Senate, and collective bargaining units to clarify processes for participation.

B10. The institution clearly states and publicizes the role of students in institutional governance.

Descriptive Summary

Students at De Anza are formally organized as the De Anza Associated Student Body (DASB). Its governing body is the DASB Senate which may have up to 30 senate seats. Each senator is elected annually in accordance with the DASB Election Code. If a vacancy occurs after elections have taken place, a new senator may be appointed on a two-thirds vote of the senate, but the senator may not take office until he or she has attended three DASB Senate meetings as an observer. The senate meets weekly. Its President can call a meeting more often for emergencies.

The DASB Senate executive officers are as follows: President, Executive Vice President, Vice President of Finance, Vice President of Student Rights and Services, Vice President of Communications, and Vice President of Programs.

DASB has its own constitution and bylaws. The bylaws also provide for the adoption of a code of conduct. Elections occur each May. Senators are elected for a period of one year, but must be enrolled in at least seven units and maintain at least a 2.0 grade point average (out of a possible 4.0).

In accordance with Education Code Sections 72023.5 to 72023.7, students are also represented on the District Board of Trustees. The Board position, called Student Trustee, is not elected. Interested students are invited to apply to a committee made up of representatives from DASB. The post is held for one year commencing June 1.

Every shared governance committee at De Anza has at least one membership position designated for a student. One of the responsibilities of the DASB President is to appoint students to these committees. Committee meeting agendas are sent to the student through the DASB mailbox. Shared governance meetings are scheduled throughout the day; however, students have not been given a fair opportunity to participate in the planning of the meeting times.

Standard Ten

Governance and Administration

Self Evaluation

Student attendance has increased in the last year on shared governance committees in spite of scheduling conflicts. In the future, DASB hopes to improve communications with the other campus constituency groups to further improve participation on those committees.

Planning Agenda

- Both DASB and College Council need to find ways to increase communication regarding the role and participation of students in governance committees.

C. Multi-College Districts and/or Systems

C1. The District chief executive officer provides effective leadership to define goals, develop plans, and establish priorities for the institution.

Descriptive Summary

The District Chancellor directs the operations of the institution through shared governance councils and committees, the Vice Chancellors, Presidents and administrative staff. He has emphasized the importance of clear and accurate communication among the Board and leaders and members of the various constituency groups. His office produces a weekly Board Communique to inform Board members and a monthly Connections for District staff. Following each Board meeting, Board Highlights is produced which lists actions taken in the meeting.

The Chancellor annually describes his current priorities and his goals for the institution in an Opening Day address to all staff. In addition, these annual goals are discussed and reviewed at public Board meetings. Since his arrival in the District, planning efforts have increased dramatically. Under his direction, the District has produced a Technology Plan (Doc. 10.17), an HVAC Plan (Doc. 10.18), a Human Resource Master Plan (Doc. 10.19), a Diversity Vision Statement (Doc. 10.20), and colleges and District Educational Master Plans (Docs. 10.09 and 10.21).

Self Evaluation

In the fall of 1998 survey, the classified staff and faculty responded predominately "disagree" or "don't know" to these statements: "The District Chancellor provides effective leadership" and "The District Chancellor articulates a clear vision." On the other hand, administrators strongly agreed with both statements. Further, 42 percent of faculty, 44 percent of classified staff, and 58 percent of administrators disagreed with this statement: "The District Chancellor uses decision-making processes which effectively involve the appropriate groups or persons who will be affected." The results are indicative of a problem. A follow-up survey was administered to get some details on these percentages. Unfortunately, there was insufficient response to the follow-up survey to draw any specific conclusions about the original survey results.

The Chancellor has increased the efficiency with which Board meeting agendas are now put together. Board meetings are no longer marathon sessions.

Planning Agenda

- The College recommends that the Board investigate via constituent group leadership the underlying causes for the responses to the survey statements and then recommend solutions.

C2. The District/system chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statues, regulations, and Board policies.

Standard Ten

Governance and Administration

Descriptive Summary

Overseeing the financial resources of the District is part of the Chancellor's responsibilities. The Chancellor meets regularly with the Vice Chancellors and the Presidents to ensure the implementation of state and legal statutes, regulations and Board policies. District external auditors ..nnually review District procedures and policies for compliance with regulations. Business Services prepares quarterly financial reports that are reviewed by the District Budget Committee and the Audit and Finance Committee and then presented to the Board of Trustees.

The District Budget Committee makes recommendations to the Chancellor's Advisory Council on budget allocations that reflect changing priorities of the colleges, District and state. The Chancellor's Advisory Council makes recommendations to the Chancellor which, when accepted, become part of the District budget adopted by the Board of Trustees.

Self Evaluation

Compliance with regulations has been well demonstrated by the fact that the District has not had an audit exception for the past three years. Since there is insufficient representation of the District Budget Committee on the Chancellor's Advisory Council, communication between the committees is difficult and joint meetings have been necessary. Joint meetings are difficult, however, because of the size of the two groups. As evidence of efficient management, resources have been allocated in recent years to deferred maintenance, the infrastructure, the HVAC systems, technology and compensation.

The survey indicates that 31 percent of staff disagree that the Chancellor effectively manages the District resources. More than 45 percent report they "do not know." Only 14 percent of staff agreed that the Chancellor effectively manages District resources.

Planning Agenda

- The College recommends that the Chancellor ensures that the District Budget Committee and the Chancellor's Advisory Council use the District Educational Master Plan to drive decision making.

C3. The District has a statement which clearly delineates the operational responsibilities and functions of the District and those of the colleges.

Descriptive Summary

Attempts to resolve the issues of College autonomy and the meaning of a District continue in a Unification Project, initiated by the Chancellor in Fall 1998. There is Board interest and pressure that, where possible and to benefit students, there be common procedures throughout the District.

Self Evaluation

The District has struggled with the issue of College autonomy and the role of the District for several years. No statement clearly delineates the respective roles.

Planning Agenda

- The College recommends that the Board, as part of the Unification Project, develop a statement that reflects Board philosophy and thinking on the function of the District versus the function of the colleges.

C4. The District/system provides effective services that support the mission and functions of the College.

Descriptive Summary

Central Services provides an array of District-wide services to De Anza College. Administrative offices at the District or Central Services are comprised of the Chancellor's

Office; Human Resources under the leadership of a Vice Chancellor; and business, accounting, risk management, data services, and material and plant services under the leadership of another Vice Chancellor. While many of these functions are centralized District-wide, a number of these areas work closely with College counterparts to assure quality, efficiency, accountability and the cost-effective follow-through of District priorities. The finance area includes the budget and human resource and the finance functions. The day-to-day business operations fall under the Budget and Personnel Office and include human resources, payroll, billing and purchase orders. That office works closely with the District under the direction of the Controller. Payroll and billing systems and procedures have been in place for a long time and seem to work well.

The finance area, under the direction of the Vice President of Finance and College Services, works closely with the District Budget Officer and the Vice Chancellor of Business Services. The only formal meetings directly related to finance are the bi-weekly District Budget Committee meetings. Other opportunities for communication are through bi-weekly meetings of senior administrators with the Chancellor's staff. All other communications are more informal.

There is ongoing discussion regarding the unification of certain services, such as the Bookstore, security, student registration and food services.

Self Evaluation

The survey reported that 63 percent of De Anza staff members either disagree with or do not know in assessing this statement: "Central Services provides effective services that support the mission of the College." That may be an indication of the need to delineate and document the role of Central Services in providing services to the College.

Planning Agenda

- The College recommends that the Chancellor ensure that the role of Central Services is documented. A survey of all staff about Central Services might be useful.

C5. ***The District and the College have established and utilize effective methods of communication and exchange information in a timely and efficient manner.***

Descriptive Summary

The bi-weekly Chancellor's staff meetings provide an opportunity for the Chancellor, Vice Chancellors and Presidents to review and discuss items of joint interest to the District and two colleges. The Chancellor's Advisory Council, which meets twice a month, provides an opportunity for communication and exchange of information between the two colleges and the District. Each of the members of the various shared governance groups has the responsibility to inform the members of his/her constituency as to the issues discussed. In addition, the Chancellor makes use of his Opening Day speech to outline major issues and initiatives facing the District. Numerous weekly and monthly publications are available to all staff that delineate District and College issues.

In the area of human resources, the District provides training at De Anza on diversity issues, sexual harassment, selection and hiring, and tenure review procedures. The District also serves as a resource for questions from the Campus Personnel Officer regarding employment and contract interpretation. Monthly meetings are held with Foothill and De Anza personnel officers and District human resource personnel to discuss changes in procedures and to provide a forum for mutual problem solving.

Standard Ten

Governance and Administration

Self Evaluation

The District and College both use a variety of communication media, but there has been no assessment of the effectiveness of the various media. Aside from the shared-governance venues and staff meetings among administrators, there is little communication from the College to the District as to issues and concerns. That is supported by the survey where 73 percent of De Anza staff disagree with or "don't know" about this statement: "The District Chancellor has established effective methods of timely exchange of information regarding District issues."

Planning Agenda

- The College recommends that the Chancellor's Advisory Council discuss and implement ways for improving communication between the District and the colleges.

C6. The District has effective processes in place for the establishment and review of policy, planning and financial management.

Descriptive Summary

The Chancellor's Office monitors Board policy and takes appropriate action by working with District and College administrative staff and governance groups to update policies and procedures as necessary. The external audit assures that financial systems are in accord with state and federal regulations and that the books properly represent the financial status of the District. The functions of the internal auditor, the work of the Board Finance Committee, and the District and College budget committees all provide for review of budget planning and financial management systems.

The recently completed review of Board policy included revisions to all the articles. College and District governance groups, the DASB, and appropriate administrative staff participated in the review and revision.

Self Evaluation

The survey indicates that 78 percent of staff disagree that or "don't know" if the District financial planning process is effective. The allocation of resources to the two colleges and the District is contentious.

Planning Agenda

- The college recommends that the Chancellor's Advisory Council address resource allocation issues.

Support Documentation

Doc. 10.01	Board Policy 9110
Doc. 10.02	Board Policies 9115, 9120, 9121, 9122
Doc. 10.03	Board Policy 9128
Doc. 10.04	Results of the Accreditation Self-Study Survey
Doc. 10.05	Administrative Procedures Manual
Doc. 10.06	Board Policies 2210, 2220, 2600
Doc. 10.07	Board Policies 2210, 2211
Doc. 10.08	Board Handbook
Doc. 10.09	DAC Educational Master Plan
Doc. 10.10	1994 survey results
Doc. 10.11	Follow-up survey
Doc. 10.12	Administrators Handbook
Doc. 10.13	Academic Senate Constitution
Doc. 10.14	FA/District Agreement
Doc. 10.15	Shared Governance Structure
Doc. 10.16	Curriculum Handbook
Doc. 10.17	Technology Plan
Doc. 10.18	HVAC Plan
Doc. 10.19	Human Resources Master Plan
Doc. 10.20	Diversity Vision Statement
Doc. 10.21	Colleges and District Educational Master Plans
Doc. 10.22	Facilities Master Plan